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The Educational Leadership Handbook

The *Educational Leadership Handbook* is designed to help candidates and faculty in the planning and execution of certification programs and graduate degrees in Educational Leadership. The *Educational Leadership Handbook* complements but does not supercede either the *Andrews University Bulletin* or the *School of Education Handbook*.

The *Andrews University Bulletin* and related policies on graduate programs are available at
http://www.andrews.edu/academics/bulletin/index.html

Policies related to the *School of Education* are available at
http://www.andrews.edu/sed/resources/index.html

Updated information on Educational Leadership programs are available at
http://www.andrews.edu/sed/leadership_dept/educational_leadership/programs/index.html

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Welcome

Welcome to the Educational Leadership programs from Andrews University. We are honored that you are seeking information about the programs and anticipate that this handbook will be useful as you pursue your educational goals.

The following information will help you to better understand the history and context of Andrews University, the School of Education, and Leadership and Educational Leadership Department—and how the Educational Leadership programs fit into this context.

About Andrews University

Our History

The roots of Andrews University date back to a little 19th-century school of 12 students, one of which was the breakfast cereal genius-to-be John Harvey Kellogg. Through the leadership of a teacher, Goodloe Harper Bell, the Battle Creek, Michigan-based school expanded quickly and, in 1874, took the name Battle Creek College. By 1901, the school's administrators had decided to experiment with a non-classical concept for education that fused traditional academia with a practical approach to learning. For this experiment, school leaders felt that a new location was needed, away from the moral and ecological pollution of the city. Eighteen thousand dollars bought a 272-acre piece of land in Berrien Springs, Michigan. The "experiment" packed into 16 box cars and traveled from Battle Creek to a new home nestled in gentle hills and farming fields.

With a new location came a new name, Emmanuel Missionary College (EMC). There was much work to be done as the new school had no buildings. For the 1901-1902 school year the college rented a barn, the former Berrien County courthouse, an office building, a jail, and a sheriff's residence to serve as temporary school buildings. Construction of the new school started almost immediately. All buildings were built from wood, as brick was perceived to be too permanent for those expecting the imminent return of Jesus. Early buildings were built almost entirely by students.

Faculty also got involved with helping to get things under way in Berrien Springs. EMC's first president, E. A. Sutherland, felt inspired to plant a long row of Norway spruce trees to help landscape the new school. The tall row of trees stands proud today, over a hundred years later, as a testimony to the hands-on attitude of our school's pioneers.

As EMC began to establish itself in the community, students and faculty developed a deep interest in oversees missionary work. By the 1920s, mission fervor had become one of the defining features of the Andrews experience. Despite the Depression of the 1930s, the Andrews leadership was successful as they worked to arrange accreditation for the institution. Amazingly, during the difficult war years of the 1940s, the college was able to obtain the materials for and the permission to build a new administration building, Nethery Hall, now home to the College of Arts and Sciences.

Momentum was growing and in 1959, Washington, D.C.-based Potomac University moved to Berrien Springs and merged with EMC, bringing with it a School of Graduate Studies and the Seventh-day Adventist Theological Seminary. The combined institutions were chartered as Andrews University the very next year. Andrews University was named after John Nevins Andrews (1829-1883), a pioneer in the 19th-century Adventist Church. He was also the first sponsored missionary that the Church sent overseas. J. N. Andrews' example of careful thought and compassionate action in Christian life is something that we have taken to heart.

In 1974, the undergraduate division of Andrews was organized into two colleges–the College of Arts and Sciences and the College of Technology. The School of Business was established in 1980. The School of Education was organized in 1983. In 1993 the Department of Architecture became the Division of Architecture. The present organizational structure of the School of Graduate Studies was adopted in 1987.

Students from across the United States and the globe are attracted to Andrews because of what we stand for and what we offer. *U.S. News and World Report* says that Andrews is one of the most culturally diverse universities in the nation. We are a thinking, faith-focused, and dynamic international community. More than 3000 students study here, representing most U.S. states and nearly 100 countries and another 1700 students study at affiliate campuses around the world. We offer approximately 180 undergraduate degrees and just under 50 postgraduate programs.

At Andrews we are serious about giving you choices. We offer options in undergraduate, graduate, and doctoral studies. If you feel like spending a year abroad, you can choose from an impressive range of opportunities at Andrews' affiliate schools or service posts around the globe. We are real people at Andrews. Whatever it is you choose to do here, we aim to make sure that you achieve that balance between theory and practice, and that you experience growth on your personal spiritual journey.

Our Faith

Andrews University is a Seventh-day Adventist institution. As a Christian school, we encourage strong moral principles and a close relationship with God. We celebrate the diversity of faiths represented at Andrews and respect the differences of persuasion that are present. We believe in a holistic approach to life that balances mind, body, and spirit in such a way that candidates are fully prepared to serve the world when they finish their studies.

Adventists hold most beliefs in common with other Protestants: the Trinity, the divinity of Jesus, and salvation through faith in Jesus. Adventists believe that true spirituality impacts every area of our lives. Physical health, a sound mind, and strong relationships with God and other people are all seen as important. Each Saturday, Adventists celebrate a 24-hour Sabbath rest from work and school. The day is about taking a break from the daily grind, spending quality time in worship, and nurturing relationships with family and friends.

Seventh-day Adventists trace their roots back to the Millerite movement of the 1840s when thousands of Christians were searching for a better understanding of Bible prophecy. A small group of these searchers, based in New England, felt impressed to start a church with the knowledge they had gained. The name they chose reflects two distinctive ideas they discovered: "Seventh-day" refers to the biblical Sabbath, Saturday. The fourth commandment of God's law requires the observance of this seventh-day Sabbath as the day of rest, worship and ministry in harmony with the teaching and practice of Jesus, the Lord of the Sabbath. "Adventist" refers to the second coming of Jesus– something they believed was happening soon. In 1863 pioneers organized the new denomination with 3,500 members worshiping in 125 churches. The church grew quickly and today there are over 13 million members in more than 200 countries around the world. Adventists operate the largest Protestant hospital and educational system in the world, as well as several publishing houses and humanitarian organizations.

Our Mission

Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its candidates by educating them to seek knowledge and affirm faith in order to change the world. The full mission statement is as follows:

Andrews University candidates will:

SEEK KNOWLEDGE as they

- Commit to a mindset of intellectual discovery
- Demonstrate the ability to think clearly and critically
- Communicate effectively utilizing multiple media
- Understand the arts, letters, and sciences from a Christian point of view
- Become competent to serve humanity in their chosen disciplines and professions
- Prepare for meaningful work in a complex, technological and global society

AFFIRM FAITH as they

- Nurture life in the Spirit
- Deepen their faith commitment and practice
- Demonstrate personal and moral integrity
- Embrace a wholesome way of life
- Respect ethnic and cultural diversity

CHANGE THE WORLD as they go forth to

- Cultivate the capacity for creative problem-solving and innovation
- Commit to generous service through civic engagement
- Create a caring culture of global leadership
- Carry out the world-wide mission of the Seventh-day Adventist church

About the School of Education (SED)

Our Conceptual Framework

One of the founders of Andrews University, Ellen Gould White (1903), presented a compelling vision for education.

> True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers. It prepares the candidate for the joy of service in this world and the higher joy of wider service in the world to come. In the highest sense the work of education and the work of redemption are one. (*Education* pp. 13, 30)

Andrews University's School of Education embraces this vision as the organizing theme for its conceptual framework and the inspiration for its mission.

Our Mission

The School of Education's mission is to provide programs based on a redemptive Christian worldview to prepare professionals for global service.

The mission is succinctly captured in the phrase "To educate is to redeem" through the harmonious development of candidates for service. The mission is expressed through six elements that reflect the ideal development for all graduates of the School of Education.

Our Elements

Element I: Worldview

This element addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise. Graduates will be able to:

- Explain worldviews and trace their historical development
- Critique worldviews from a Christian perspective
- Integrate principles of a Christian worldview into their chosen fields of study

Element II: Human Growth & Change

This element addresses principles of growth behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to:

- Describe human development
- Apply current theories of learning

Element III: Groups, Leadership, and Change

This element addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to:

- Facilitate change in groups and organizations
- Relate effectively with various cultural, racial, and special interest groups
- Identify political and legal issues
- Manage human, financial, and material resources
- Demonstrate servant leadership

Element IV: Communication and Technology

This element addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning. Graduates will be able to:

- Communicate effectively in written, verbal, and non-verbal forms
- Use electronic tools effectively for professional communication, teaching, and research

Element V: Research and Evaluation

This element addresses valuing and conducting disciplined inquiry for decision-making. Graduates will be able to:

- Read and evaluate research
- Conduct research
- Report research findings

Element VI: Personal and Professional Growth

This element addresses commitment to holistic personal and professional growth. Graduates will be able to:

- Demonstrate continuing professional development
- Demonstrate ethical behavior in all professional activities
- Demonstrate balanced physical, mental, spiritual, and social aspects of their lives

About the Leadership and Educational Leadership Department (LEAD)

Core Values

We understand that as we live our lives, the following core values are connected to one another: community, service, integrated life, and human dignity.

Community

Ethical Principle: Leader administrators recognize that community is foundational to learning and change.

Leader administrators understand that human beings need to be in relationship with others. Therefore, they encourage collaboration, cooperation, and dialogue so that groups may accomplish common goals.

Behaviors: Leader administrator/candidates who accept this value will

- facilitate transformative group activities (processes)
- engage in active dialogue and learn from other people
- share their knowledge, skills, and attitudes with other people
- participate in regional groups and the annual conference

Service

Ethical Principle: Leader administrators help other people realize their unique purpose in life and help unleash their capacity to serve and lead.

Leader administrators meet the needs of others. They give time, knowledge, and skills to help other people.

Behaviors: Leader administrators/candidates who accept this value will

- give individual attention through multiple media: e-mail, telephone, video conference, etc.
- facilitate mentor/mentee relationships
- encourage individualized (unique) portrayals of the course plan, portfolio, synthesis paper, and final presentation

Integrated Life

Ethical Principle: Leader administrators recognize the importance of integrating life into a balanced whole.
Leader administrators pursue the harmonious development of the mental, physical, social, and spiritual faculties in order to maximize human potential.

Behaviors: Leader administrators/candidates who accept this value will

- demonstrate growth in mental capacities of motivation, concentration, critical thinking skills, analysis, and evaluation
- set personal goals that promote healthy choices in nutrition, exercise, rest, and sustainable workloads
- build meaningful social (interpersonal) relationships in order to establish a collaborative and supportive community (home, profession, etc.)
- reflect on the spiritual life

Human Dignity

Ethical Principle: Leader administrators respect human dignity and safeguard the conditions for moral well-being.

Leader administrators recognize the universal conditions of moral well-being: privacy, autonomy, community, and identity. Privacy is represented by the need for confidentiality and time for reflection. Autonomy is the need to make choices that impact one's life. Community is the need to be a member of a group with a shared vision. Identity is the need to be unique and different from others. Leaders often make judgments and take actions whereby one or more aspects outweigh another, but they will acknowledge and explain the reasons for their choices.

Behaviors: Leader administrators/candidates who accept this value will

- interact with integrity
- hold confidences
- act only after discussion with those who are impacted by the decision
- avoid discrimination, affirm diversity
- include all candidates
- remain flexible
- provide nurture and support
- avoid dismissive comments
- provide safe feeling, openness, and acceptance
- call on another when behaviors are violated

Leadership Department Programs

As the accompanying Venn diagram demonstrates, there are three major program areas in the Leadership and Educational Leadership Department. The first program is Educational Leadership, the second is Higher Education Leadership, and the third is Leadership. All program areas require a week-long orientation, usually in July, which introduces candidates to values of community, service, integrated life, and human dignity, which permeate all departmental programming; Leadership has an additional three-day conference. All three have MA, EdS, EdD, and PhD degree options (with Educational Leadership and Leadership also having graduate certificates). They have the same tuition for similar degrees. All provide strong distance education options so that candidates do not have to move to campus to complete their graduate education. All three utilize the same excellent Andrews University online resources which allow the delivery of Moodle web-based courses, excellent online library resources, and effective technology-enabled communication. All programs share the same excellent faculty and staff who provide effective distance education and communication. All three programs are competency-based, with the Educational Leadership program guided by 9 standards, the Higher Education Leadership program guided by 16 outcomes, and the Leadership program focused on at least 15 competencies. All programs necessitate candidates completing and passing a portfolio assessment to demonstrate that they meet standards, outcomes, or competencies. All programs also have doctoral options which require an extensive research competency and a dissertation.

There are also some differences between these three programs. The Educational Leadership program is designed around online course work that prepares administrators to serve in educational institutions. Educational Leadership programs cover traditional topics like leadership and vision, curriculum and educational programming, finance, human resources and staff development, facilities, community and public relations, ethics, law and policy, technology, research, and philosophy. While the department is very eager to help candidates transfer credits into their programs, transfer credits to the Educational Leadership program must align with the required standards.

While the Higher Education Administration programs are also based on the traditional topics listed above, the program is directed towards training high quality mid-level administrators for postsecondary institutions. Assistant deans, assistant to the president, director and in-service directors, department chairpersons in selected areas, and program managers are thoroughly prepared for advancement and service to higher education entities. While the department is very eager to help candidates transfer credits into their programs, transfer credits to the Higher Education program must align with the required outcomes.

The Leadership programs are less traditional and are based on individualized program development, and serve a wider variety of leaders, such as hospital administrators, business administrators, entrepreneurs, and church and civic leaders. MA, EdS, EdD, PhD, and Leadership Certificate degrees are available in Leadership. Throughout their education, candidates in Leadership must have regular meetings with a leadership and learning group that typically consists of 3-7 candidates at different stages of graduate work. These leadership and learning groups provide guidance, education, encouragement, and peer-evaluation and accountability. While in the program, candidates must attend the annual Roundtable conferences (which are typically held in Berrien Springs, Michigan).

While candidates can only transfer in graduate credits from accredited institutions, there is greater flexibility in Leadership programs to accept courses outside the areas of education, administration, and leadership. The competencies in Leadership can also be learned, applied, and demonstrated in a variety of situations in education, community service, business, church and civic work, and many other areas.

Despite these differences, all programs are designed to prepare leaders for creative and ethical service to others. They also share common faculty resources, topical areas of study, and School of Education and School of Graduate Studies policies, procedures, and protocols.

Leadership Program
Key Experiences: *Job-embedded, Adult learning, Theory-based*

1. Leadership learning plan allows self-created courses.
2. Regular leadership learning group meetings with 3-7 members meeting 7 times per year.
3. Annual Roundtable Meeting required.
4. Very flexible transfer of previous graduate credits.
5. Competencies apply to many areas of leadership, business, school & college, non-profit, church, etc.

Shared

K-12 Ed Admin Program
Key Experiences: *School-based projects, extensive internship*

1. Course-based program with most online.
2. Community; no learning group meetings.
3. No summer annual meeting requirement but some campus trips needed for dissertation and comprehensives.
4. Transfer of credits must relate to traditional course plan.

Higher Education Program
Key Experiences: *University-based projects, International study tour*

1. Course-based program with most online.
2. Internship in college administration.
3. No summer annual meeting requirement, but some campus trips needed for dissertation and comprehensives/portfolio.
4. Transfer of credits must relate to traditional course plan.
5. Self-selected cognate in any field such as business, communication, psychology, social work, religion, leadership, etc.

- Joint orientation in July
- Grounded in values of community, service, integrated living & human dignity
- Same tuition for similar degrees
- Excellent Andrews University online library and resources
- Shared curriculum through distance courses and competency development
- Shared faculty
- Portfolio assessment
- Doctoral requirements
    Research competency

Educational Leadership

Guiding Philosophy, Unique Characteristics, and Program Standards

The first part of this section reviews the unifying philosophy that guides all Educational Leadership programs. The second part reviews specific worldview content and program characteristics of learning that flow from this philosophy or worldview. The final section reviews the 9 program standards that make up the focus of all Educational Leadership programs.

Program Philosophy/Worldview

Philosophy/worldviews are not just topics for aimless discussion. Worldviews create a frame of reference, a context from which our decisions emerge and by which our actions are guided. Three issues are especially important in a worldview. Those are (a) *origin,* (b) *purpose,* and (c) *destiny* as it relates to administration and our educational Leadership programs. If we accept that our existence is real, that earth is, and that the heavens are; then we seek to understand the *origins* of all these things. The study of beginnings is not just an esoteric study. It leads to crucial understanding about our dependence and interdependence, our accountability, and our voluntary surrender to God's authority and submission "one to another." Administrators who wrestle with their own personal origin as well as the origin of the world and universe develop beliefs that guide their understanding of their responsibility, purpose, and destiny. For example, those who believe in a *fiat* (out of nothing) creation by a loving Creator will foster a different understanding of themselves, their purpose, and their destiny than those who believe in evolutionary sources of origin. This latter evolutionary view leaves man in the sad condition of self-dependence, self-accountability, and self-governance. The former view motivates a voluntary dependence on the Creator-God, a personal accountability to God, and a submissive acceptance of His guidance and expectations and call to serve others.

As one experiences and reflects on one's existence and origin, one begins to question the *purpose* of one's existence. *Why* am I here? What is my purpose? This leads to continual exploration, which is never completely exhausted. However, one works on a continuum. If I am here only as an accident or by-product of evolutionary forces, my purpose at best is based on only personal ability and at worst limited, vague, and relatively insignificant and inconsequential. If, on the other hand, I originated and exist at the hand of a loving Creator, my purpose is discernable and important. Through communion with my Creator I come to understand that my purpose is relationship with Him. Though this relationship has been severed and the understanding of our purpose has been badly distorted, it has not been completely lost. God is seeking to redeem us and restore our relationship with Him and that our purpose is realized in relationship to Him and in service to others.

As one hammers out an understanding of one's existence, origin, and purpose, one is brought to deeper questions about *destiny.* What is my future and where should my plans and efforts be focused? As God becomes a part of the discovery of our origin, and purpose, He also becomes part of our understanding of the future. As one hymn notes, we "ponder anew what the Almighty can do when with His love He befriends us." Destiny becomes our joy to discover that we have a personal relationship with God that will sustain us regardless of the life situations that we will face. This worldview helps us understand our destiny includes our purpose in this life and in eternity.

Specific Characteristics of the Program

One of the underlying purposes of the Educational Leadership program is to help candidates work on these issues of origin, purpose, and destiny and to create their own worldview. We believe such a worldview will consciously and unconsciously guide their work in educational leadership. While each candidate must make his or her own decisions and discoveries related to their worldview, the Educational Leadership program is guided by a Seventh-day Adventist Christian worldview.

In addition to the source of content and development of a knowledge base in the program, the program's philosophy has also led us to develop six unique characteristics of the program:

First, the belief that origin, purpose, and destiny are found in God leads us to a belief that all individuals have a *life calling* that gives them specific direction. We believe program candidates should

seek to apprehend and fulfill this life calling. As they grow in understanding their calling, it will give them direction in planning their work and in selecting careers and vocations, and in planning their graduate school education. Growing in understanding a life calling empowers individuals to be active learners in working with God as they envision Him working on in and with them. Thus, an important first step in this program is to help candidates clarify their calling in order to plan their course work. Candidates work on that calling in their Leadership Self-Assessment completed in the LEAD630, Introduction to Leadership, Orientation.

Second, as life callings vary, so will *course plans*. As candidates work out their calling they also work out their course plan. The Educational Leadership programs allow flexibility, especially at the doctoral level. This allows candidates to focus on specific areas of development that they believe match their callings.

Third, because learning is never completely private and teaching is never one way, this program seeks to build a *community of learning*. Candidates learn from each other*.* The Educational Leadership program creates a community of learning through discussion and postings via online courses in Moodle, independent studies that require self-teaching, and through varied mentored internship opportunities that allow candidates to take advantage of "teachers" outside the program's traditional faculty. Such a dynamic experience of learning liberates candidates from a top-down learning environment and makes them full candidates in their own development. They become responsible in facilitating others —including faculty—to learn.

Fourth, we believe learning is holistic and must show: 1) knowledge, 2) application and skill development, and 3) development and refinement of attitudes. The best way to focus on holistic learning is to foster holistic assessment. Educational Leadership requires the development of a *portfolio demonstration of holistic development*. Portfolio-driven development fosters a competency-based attainment of program standards. Such competency focus is crucial for educational leadership because this profession is a calling that requires intensive skill development backed by sound educational research that is driven by deep philosophical and attitudinal commitments and beliefs about learning, people, schools, children, and youth.

Fifth, because competency development is central in the program and learning is holistic, each of our courses requires *engaged activity in a school or educational situation.* Job-embedded, school embedded, or educationally-embedded learning is then extended as our degree programs also require a mentored internship experience. This helps to ensure that administrators are not just reading and thinking about educational leadership, but actually doing it.

Sixth, we are committed to *servant leadership.* We believe that an educational administrator is not one who sits behind a desk telling others what to do; rather, an administrator leads by seeking to meet the needs of those in the organization. An administrator works with and for those he or she is leading.

Nine Standards and Internship

Nine standards plus an internship are the focus of all our Educational Leadership degree programs. These standards not only guide candidate performance but also direct program planning and expectations. As such the belief and goal is that a successful educational leader is one who promotes the success of all candidates by (a) knowledge, (b) dispositions (attitudes and beliefs), and (c) performances (skills and abilities) in:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community,

2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to candidates learning and staff professional growth,

3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment,

4. Collaborating with families and responding to diverse community interests and needs, and mobilizing community resources,

5. Acting with integrity, fairness, and in an ethical manner,

6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context,

7. Understanding and comprehensively applying technology to advance candidate achievement,

8. Appreciating the perspectives of others and developing a personal philosophy from which action and service arise, and

9. Understanding and comprehensively applying research and evaluation for effective decision making.

These nine standards have been developed in alignment with U.S. national standards as identified by the Educational Constituent Council (ELCC), State of Michigan expectations, discussion with leaders of the North American Division of Seventh-day Adventists, and the faculty of the School of Education at Andrews University (see Table 1). Andrews University Educational Leadership standards 1-6 are the ELCC standards.

Table 1

Alignment of Program Standards to National, State, and Denominational Standards

K-12 Ed Admin 9 Standards	ISLLC-1996 6 Standards	ELCC-2002 7 Standards	Michigan 7 Standards	NAD SDA School of Ed Added
1-Vision	1	1	1	
2-Culture/Program	2	2	2	
3-Management/Admin	3	3	3	
4-Schl/Com Relations	4	4	4	
5-Ethics	5	5	5	
6-Law, Politics	6	6	6	
7-Technology			7	
8-Worldview				8
9-Research				9
x-Internship		7		

The State of Michigan adopted these six standards (ELCC) as guidelines for voluntary approval of educational leadership programs. However, they added the **Technology Standard, which is now our Standard 7**. This was in keeping with a national movement of many technology leaders who felt this area was neglected. Many technology leaders noted that technology issues have become increasingly prominent since the 1990s and that administrators now need specific training and knowledge in this area.

During this same time, the ELCC in 2002 also felt an internship needed to be added as a factor in the evaluation of Educational Leadership preparation programs. It is not a standard in our program, but a component all candidates must experience.

Although there have been changes to these standards over the last decade, they are now being used in most states to evaluate educational administrators and educational leadership programs. They are used to evaluate our programs with the State of Michigan and with our national accreditation group, the National Council on Accreditation of Teacher Education (NCATE).

The Andrews University Educational Leadership program supports candidates' development in these nine standards through online and face-to-face course work and a sustained internship program. All

degree candidates must participate in significant internship experiences that provide learning opportunities to synthesize and apply knowledge and practice.

Our programs are flexible, and are designed to provide a learning community for administrators who want to earn a certificate or graduate degree while continuing to be employed. However, employment is not required, and full-time candidates are welcomed into the program.

These nine standards are further divided into elements that are used both to assess candidates and to assess and guide program planning. In the Portfolio in LiveText and in this Handbook, (Appendices A and B), we provide assessments which will be used to: (a) guide individuals in their self-assessment at the beginning of the program in LEAD630 Introduction to Leadership, (b) help them identify areas of need for their internship/mentoring experiences, and (c) guide them in the development and reflection on these standards in their final portfolio. For your convenience, the LiveText version of the self-assessment will automatically calculate scores on standard and elements. We believe these instruments are very useful in helping candidates to understand and report their progress on each element.

These standards, elements, and their indicators (explanatory statements) come from reflections and a reworking of the original ELCC standards, and also from our NCATE national accreditations guidelines for program evaluation (National Policy Board for Educational Leadership, 2002). Appendix C provides grids that help individuals relate their development in the standards to coursework and portfolio artifacts.

The following graphic shows the integration of the nine standards:

K-12 Educational Administration Standards

Central Core: World View (frame of reference, values, beliefs)
Common Core: Vision, Ethics, Law
Core Link to Application: Management, Administration, Leadership
Application: Instruction, Technology, Community Relations

Note: Research and the Internship are an integral part that influence and are influenced by each circle.
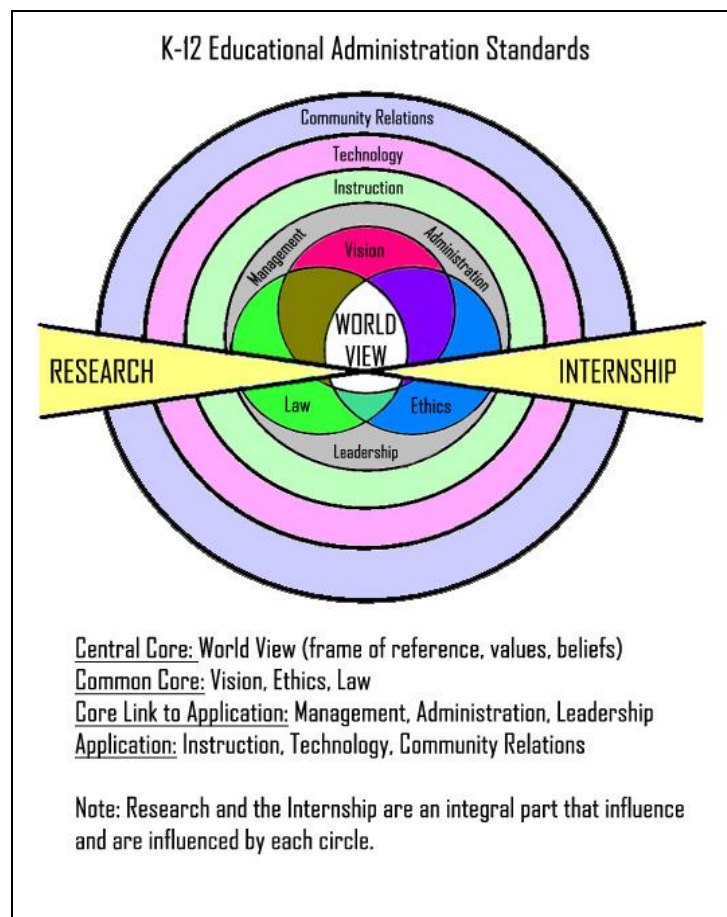
Overview of Educational Leadership Programs

The Educational Leadership program:

- requires a week-long orientation, usually in July, which introduces candidates to values of community, service, integrated life, and human dignity, which permeate all department programming.

- offers North American Division of SDA K-12 Educational Leadership certification with endorsements as principal, supervisor of instruction, and superintendent of schools.

- offers MA, EdS, EdD, and PhD degree options.

- has some variation in tuition costs based on degree taken.

- provides strong distance education options so that candidates do not have to move to campus to complete their graduate education.

- utilizes excellent Andrews University online resources which allow the delivery of Moodle web-based courses, excellent online library resources, and effective technology-enabled communication.

- shares excellent faculty and staff who provide effective advising, quality distance education, and communication.

- evaluates candidates on the basis of 9 standards, and requires them to evidence that they meet the standards by writing a comprehensive examination and/or creating a portfolio that is orally presented and successfully defended.

- has doctoral options which require extensive research competency and a dissertation.

- is designed around online course work that prepares administrators to serve in K-12 educational institutions.

- covers traditional topics like educational leadership, vision, supervision, finance, human resources and staff development, facilities, community and public relations, ethics, law and policy, technology, research, and philosophy.

- builds its community around extensive online courses and a mentored internship which require interaction and regular communication.

- requires some visitation to campus.

- is designed to prepare leaders for creative and ethical service to others.

- operates under the School of Education and School of Graduate Studies policies, procedures, and protocols.

Educational Leadership Certificates and Degree Programs

There are five levels of study in K-12 educational leadership:

Level 1) Certificate/licensure/Endorsement Programs.
Level 2) Masters (MA)
Level 3) Educational Specialist (EdS)
Level 4) Doctor of Education (EdD)
Level 5) Doctor of Philosophy (PhD)

This first level is a non-degree option that prepares candidates to fulfill specific state certification or licensure requirements for educational leadership and/or Seventh-day Adventist North American Division (NAD) Educational Leadership certification and endorsement(s) requirements.

Level 1.

Educational Leadership Certificate Programs and Requirements

Public School Administration Certification/Licensure Program

Although the certification and licensure requirements for public school administrators vary by state, the programs and courses offered below fulfill many of the requirements of most state certification programs. These courses and programs align with the ELCC standards that guide educational leadership policies throughout the United States. Andrews University School of Education is also accredited by NCATE to offer educational programs. NCATE is the leading accrediting body for K-12 educational preparation programs. Andrews University is also accredited by North Central Association to offer graduate degrees. Because state requirements vary, it is the responsibility of prospective candidates to check with their own state or local authorities to determine what coursework meets the requirements for public school certification in their state.

NAD Certificate/Endorsement Preparation Program

The Educational leadership graduate certificate/endorsements preparation program is designed for post-baccalaureate or post-master's candidates who desire to obtain a North American Division Educational Leadership certificate. Those specifically served by this certificate are the following:

a. Teachers interested in becoming educational leaders, supervisors of instruction, or superintendents.
b. Principals of K-8, K-10, K-12, and 9-12 schools interested in becoming or required to become certified educational leaders, supervisors of instruction, or superintendent of schools.

The University offers the course work required for Educational Leadership certification by the North American Division Education Department. In consultation with a University advisor, the candidate is responsible for creating and successfully completing a course plan that will fulfill the specific North American Division Education Department requirements. The University does *not* provide the certification or endorsement. Rather, the candidate applies to the North American Division Education Department through his or her union conference education department for educational leadership certification.

Certificate/Endorsement Requirements (18-24 credits)

Graduate candidates interested in this certificate should review the recent guidelines of the Education Department of the North American Division of the Seventh-day Adventist Church to understand the qualifications for this certificate and its endorsements. See the link on our website at http://www.andrews.edu/sed/leadership_dept/educational_leadership/future_student/programs.html There are non-educational requirements for this certificate, and the candidate, not the University, has the responsibility to ensure compliance with these. NAD certification requires either a minimum of eighteen credits of graduate coursework selected from the areas of curriculum, school administration,

supervision, school law, school finance, school plant planning, personnel administration, school public relations, religious education, and field experience, or the completion of a doctorate in school administration.

To be valid, the administrative certificate must be accompanied by an endorsement as principal, supervisor or superintendent. As such, the certificate course requirements listed above have been incorporated into the unique requirements of each endorsement below. The NAD core requirements are shown corresponding to AU course requirements. Electives may need to be added to meet the required credits. Those may include the Administrative Internship (EDAL680 and LEAD886), foundations courses, or additional graduate coursework in educational leadership, curriculum, or supervision.

A. **Principal endorsement** (18 credits minimum; also fulfills certificate requirements):
   School Administration
   LEAD630   Introduction to Leadership—2
   EDAL520   Foundations of Educ. Leadership—2-3
   EDAL565   Lead. for Seventh-day Adventist Educ.—1-2
   School Law
   EDAL560   K-12 Law—3
   Curriculum
   EDCI547   Foundations of Curriculum Studies—3
   Supervision
   EDAL570   Principles of Educational Supervision—2-3
   School Finance
   EDAL645   K-12 Educational Finance—2-3

B. **Supervisor of Instruction endorsement** (18 credits; also fulfills certificate requirements; must complete a minimum of two graduate courses in curriculum, two in supervision and one is school administration as listed below):
   School Administration
   LEAD630   Introduction to Leadership—2
   EDAL520   Foundations of Educ. Leadership—2-3
   EDAL565   Lead. for Seventh-day Adventist Educ.—1-2
   Curriculum
   EDCI547   Foundations of Curriculum Studies—3
   EDCI565   Improving Instruction - 2
   Supervision
   EDAL570   Principles of Educational Supervision—2-3
   LEAD689   Seminar: (Topic: Supervision)—1-12 (2 minimum)

C. **Superintendent of Schools endorsement** (24 credits; also fulfills certificate requirements):
   School Administration
   LEAD630   Introduction to Leadership—2
   EDAL520   Foundations of Educ. Leadership—2-3
   EDAL565   Lead. for Seventh-day Adventist Educ.—1-2
   School Law
   EDAL560   K-12 Law—3
   Curriculum
   EDCI547   Foundations of Curriculum Studies – 3
   Supervision
   EDAL570   Principles of Educational Supervision—2-3
   School Finance
   EDAL645   K-12 Educational Finance—2-3
   Personnel Administration
   EDAL635   Human Resources Administration—2-3
   Public Relations
   LEAD525   Public Relations: Community Partnership – 1-3

Level 2.
MA: Educational Leadership Program and Requirements

The Program
The Educational Leadership master's program (34 credits) is designed for post-baccalaureate candidates who desire to obtain a degree in educational leadership with or without Seventh-day Adventist NAD administrative endorsement. For NAD certification purposes, students need to have an NAD professional teaching certificate which requires graduate work in two of the following areas: learning theory/style, curriculum, improvement of instruction, education of the exceptional candidate, trends and issues in education, and multicultural education. As such, those completing this master's degree and wanting NAD administrative endorsement will also need to take an additional course from the areas listed if they have not done so.

Those specifically served by this degree are the following:
   a. Teachers interested in transitioning into educational leadership
   b. Principals of K-8, K-10, K-12, and 9-12 schools

MA: Degree Requirements

Core—minimum 18, with more credits available from variable credit courses
LEAD630	Introduction to Leadership—2	
EDAL520	Foundations of Educational Leadership—2–3	
EDAL645	K-12 Educational Finance—2–3	
EDAL670	Technology for Leaders—3	
EDAL680	Internship (Topic-K-12 Ed Admin)—1–12 (3 minimum)	
EDCI547	Foundations of Curriculum Studies – 3 **OR**	
EDCI565	Improving Instruction – 2	
EDFN500	Phil. Foundations of Educ. & Psych.—3	
LEAD675	Portfolio Development: (Topic) - 1-3	

Concentration —minimum 11, with more credits available from variable credit courses
EDAL560	K-12 Law—3
EDAL565	Leadership for SDA Education—1–2
EDAL570	Principles of Educational Supervision—2-3
EDAL635	Human Resources Administration—2–3
EDAL664/665	Elem/Secondary School Leadership—2–3
LEAD525	Public Relations: Community Partnerships – 1-3

Research—5
EDRM505	Research Methods & Stats in Educ. & Psych I—3
LEAD535	Principals of Academic Writing – 1-3 (2 minimum)

Electives—As Needed
In consultation with your advisor.

TOTAL MA degree credits—34

Level 3.
EdS: Educational Leadership Program and Requirements

The Program
The Educational Leadership Educational Specialist degree program (64 credits) prepares candidates to serve as principals, supervisors, or superintendents in elementary and/or secondary systems.
Those specifically served by this degree are the following:
   a. Teachers with master's degrees interested in transitioning into educational leadership and securing an additional degree while completing their NAD administration certification or endorsement.
   b. Principals of K-8, K-10, K-12, and 9-12 schools

c. Supervisors of instruction
d. Superintendents of schools

EdS: Degree Requirements (64 credits)

Minimum 18, with more credits available from variable credit courses
LEAD630	Introduction to Leadership—2
EDAL520	Foundations of Educational Leadership—2–3
EDAL645	K-12 Educational Finance—2–3
EDAL670	Technology for Leaders—3
EDCI547	Foundations of Curriculum Studies – 3 **OR**
EDCI565	Improving Instruction – 2
EDFN500	Phil. Foundations of Educ. & Psych.—3
LEAD675	Portfolio Development: (Topic)—1-3
LEAD886	Advanced Internship:(Topic)—1–12 (3 min)

Concentration —minimum 13, with more credits available from variable credit courses
EDAL560	K-12 Law—3
EDAL565	Leadership for SDA Education—2–3
EDAL570	Principles of Educational Supervision—2–3
EDAL635	Human Resources Administration—2–3
EDAL664/665	Elem/Secondary School Leadership—2–3
LEAD525	Public Relations: Community Partnerships—1–3
LEAD645	Ethical Leadership – 1-3

Research—13
EDCI636	Program Evaluation—3
EDRM505	Research Meth & Stats in Educ & Psych I—3
EDRM611	Research Meth & Stats in Educ & Psych II—3
LEAD535	Principals of Academic Writing – 1-3 (2 min)
LEAD637	Issues in Research—2-3

Cognates —9
Choose from outside Educational Leadership, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Electives—As Needed
In consultation with your advisor.

TOTAL EdS degree credits—64

Level 4/5.
EdD/PhD: Educational Leadership Program and Requirements

The Programs
The doctoral programs in Educational Leadership (90 credits) prepare participants for professional careers in education as superintendents or elementary and secondary-school administrators. These programs also prepare leaders for service in many types of agencies and organizations. Both the Doctor of Education (EdD) and the Doctor of Philosophy (PhD) programs require a minimum of 90 credits. However, the PhD degree is more research-oriented and requires more courses in advanced research methodologies.

Those specifically served by this degree are the following:
- Teachers with master's degrees interested in transitioning into educational leadership and securing an additional degree while completing their NAD administration certification and endorsement.
- Principals of K-8, K-10, K-12, and 9-12 schools
- Supervisors of instruction
- Superintendents of schools

- Those interested in teaching Educational Leadership at the higher education level

EdD: Degree Requirements (90 credits)

Core—minimum 18, with more credits available from variable credit courses
LEAD630	Introduction to Leadership—2	
EDAL520	Foundations of Educational Leadership—2–3	
EDAL645	K-12 Educational Finance—2–3	
EDAL670	Technology for Leaders—3	
EDCI547	Foundations of Curriculum Studies – 3 **OR**	
EDCI565	Improving Instruction – 2	
EDFN500	Phil. Foundations of Educ. & Psych.—3	
LEAD886	Advanced Internship: (Topic)—1–12 (3 min)	

Concentration—minimum 13, with more credits available from variable credit courses
EDAL560	K-12 Law—3	
EDAL565	Leadership for SDA Education—1-2	
EDAL570	Principles of Educational Supervision—2–3	
EDAL635	Human Resources Administration—2–3	
EDAL664/665	Elem/Secondary School Leadership—2–3	
LEAD525	Public Relations: Community Partnerships—2–3	
LEAD645	Ethical Leadership– 1-3	

Research—13
EDCI636	Program Evaluation—3
EDRM505	Research Meth & Stats in Educ & Psych I—3
EDRM611	Research Meth & Stats in Educ & Psych II—3
LEAD535	Principals of Academic Writing – 1-3 (2 min)
LEAD637	Issues in Research—2-3

Cognates —12
Choose from outside Educational Leadership, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Dissertation—16+
LEAD880	Dissertation Proposal Dev.—2
LEAD899	Doctoral Dissertation—14+

Electives—As Needed
In consultation with your advisor.

TOTAL EdD degree credits—90+

PhD: Degree Requirements (90 credits)

Core—minimum 18, with more credits available from variable credit courses
LEAD630	Introduction to Leadership—2
EDAL520	Foundations of Educational Leadership—2–3
EDAL645	K-12 Educational Finance—2–3
EDAL670	Technology for Leaders—3
EDCI547	Foundations of Curriculum Studies – 3 **OR**
EDCI565	Improving Instruction – 3
EDFN500	Phil Foundations of Educ. & Psych.—3
LEAD675	Portfolio Development: (Topic) – 1-3
LEAD886	Advanced Internship: (Topic)—1–12 (3 min)

Concentration—min. 13, with more credits available from variable credit courses
EDAL560	K-12 Law—3
EDAL565	Leadership for SDA Education—2–3

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EDAL570         Principles of Educational Supervision—2–3
EDAL635         Human Resources Administration—2–3
EDAL664/665     Elem/Secondary School Leadership – 2-3
LEAD525         Public Relations: Community Partnerships—1–3
LEAD645         Ethical Leadership – 1-3
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Research—19
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EDCI636         Program Evaluation—3
EDRM505         Research Meth & Stats in Educ & Psych I—3
EDRM605         Qualitative Research Methods in Educ. & Psych.—3
EDRM611         Research Meth & Stats in Educ & Psych II—3
EDRM712         Research Meth & Stats in Educ & Psych III—1–3
LEAD535         Principals of Academic Writing – 1-3 (2 min)
LEAD637         Issues in Research—2-3
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Cognates —12
Choose from outside Educational Leadership, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Dissertation—16+
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LEAD880         Dissertation Proposal Dev.—2
LEAD899         Doctoral Dissertation—14+
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Electives—As Needed
In consultation with your advisor.

TOTAL PhD degree credits—90+

Status Categories

The Educational Leadership faculty recommends acceptance into the program based on several criteria including, but not limited to, the minimum standards required by the School of Graduate Studies and the additional Educational Leadership admission requirements. The decision of the Graduate Education Programs Committee is final.

Regular Status

An applicant who meets all of the admission requirements of the University and the Educational Leadership program may be eligible for regular admission status. However, the decision to recommend regular status admission is based on the vote of the Educational Leadership faculty. In order to maintain regular status, a Educational Leadership candidate must register at least one semester out of every year. All candidates accepted into any Educational Leadership program must take LEAD630 Introduction to Leadership within the first year of study.

Provisional Status

The Educational Leadership faculty may, at its discretion, recommend acceptance for candidates who do not meet all of the requirements for regular admission if, in its judgment, the applicant demonstrates the ability to be successful in the program. Such individuals may be admitted on a provisional basis under specific provisions voted by the faculty, i.e., requirement to take LEAD535 Principals of Academic Writing, EDRM505 or EDRM611 Statistics within their 2nd semester, maintain a 3.5 GPA for first 12 graded credits, etc. These provisions must be met and regular status must be granted by the time specified by the faculty or, at the latest, when the candidate completes 50% of the program's coursework. **In the event a candidate on provisional status fails to meet the specifications of his or her acceptance, he or she may be released from the program.** It is vital that you take your provision(s) very seriously and endeavor to comply and be recategorized to regular status as soon as possible.

Maintaining Active (Regular) Status

Register for a Course

To maintain active status in the Educational Leadership program, the candidate must register for one or more courses at least one semester out of three consecutive semesters. Candidates are expected to stay in touch with their advisor, fully participate in their course(s), and meet financial obligations to the University.

Register for Program Continuation

Candidates comply with continuous registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until **their program is complete.** If candidates want to remain active and not register for regular course work they will need to register for EDAL650 Educational Leadership Program Continuation at least every third semester. This course has no credit but allows continued advising from the faculty and access to the Andrews University library.

Register for Dissertation Continuation

Candidates who have previously registered for all 16 dissertation credits and are still working on their dissertation must register for EDAL888 Dissertation Continuation for 0 credits. Candidates who have not registered for all 16 dissertation credits may not register for EDAL888. (Dissertation Continuation requires a semester fee.)

Inactive Status

At any time, a candidate may choose to go "inactive," or the Educational Leadership faculty may place a candidate on inactive status when, in its judgment, the candidate has failed to make appropriate progress in the program or fails to meet "Active" status requirements.

Reactivation

When "Active Status" is desired, the candidate may request Degree Reactivation by- 1)emailing your advisor with your intent to reactivate and a plan to complete your program, 2) paying the Reactivation Fee and then 3)registering for a course or continuous credit course EDUC560.

Academic Probation

There are two ways to be put on academic probation:

For any candidate who accumulates four or more deferred grades (DGs), the advisor can recommend probationary status.

If the candidate's cumulative grade-point average (GPA) in MA work at AU drops below 3.0, EdS work at AU drops below 3.2, in doctoral work at AU drops below 3.3, in any given semester, after the completion of 12 credits, he or she may be placed on academic probation. The candidate and the advisor must develop a plan to raise the GPA above the minimum within the subsequent semester. The Director of Graduate Programs must approve this plan. When the cumulative GPA reaches the minimum, the Director of Graduate Programs reinstates the candidate to regular status. However, if the candidate has not reached the minimum GPA within the time limit stated in the approved plan, he or she may be dropped from the program.

A candidate on academic probation may not register for dissertation, independent study, or workshop credits, and may not advance to degree candidacy or present his or her portfolio for comprehensive evaluation. However, while on probation, the candidate will be expected to continue registering for Educational Leadership Continuation (EDAL650) a minimum of one semester out of three semesters.

Conditions for Withdrawal

A candidate may choose to withdraw from the program. Withdrawal from the Educational Leadership program is appropriate if the candidate does not plan to reactivate or has determined that the program does not serve his or her needs. In order to withdraw from the Educational Leadership program, the candidate must submit a written notice of intent to the program office.

Academic Advisement

Advisor

Upon acceptance into the program, the candidate is assigned an advisor who may or may not remain as the candidate main advisor. After the Orientation, candidate and advisor are more closely matched by mutual interests and expertise and/or by the candidate request for a change of advisor. The faculty team reserves the right to make the final decision in regard to advisement.

Course Plans, Course Descriptions, 4 Year Schedules

A course plan is a formal agreement between the candidate and the University of their requirements for degree completion. Candidates and faculty create a course plan to meet individual candidate needs using the Department of Leadership four-year course schedule. This process is completed during Orientation.

For up-to-date Course plan templates, Course Descriptions, and Department 4 yr Course Schedules, vist the Leadership website at:
http://www.andrews.edu/sed/leadership_dept/educational_leadership/current_student/index.html

Dissertation Chair

When ready to begin the development of a dissertation proposal, the candidate will seek an Educational Leadership faculty member to chair the dissertation committee. The dissertation chair is chosen based on his/her research competence and/or familiarity with the subject matter of the research and must be approved by the School of Graduate Studies. This chair may or may not be the candidate academic advisor. The candidate and the chair will confer on the selection of at least two other faculty members to serve on the dissertation committee. Such persons are chosen based on their research or subject matter competence and also must be approved by the School of Graduate Studies for membership on dissertation committees. All travel for non-resident dissertation committee members will be the responsibility of the candidate. See the dissertation section for more details.

Academic Integrity

In harmony with the mission statement, Andrews University expects that candidates will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, candidates are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts:
- Falsifying official documents.
- Plagiarism, which includes copying others' published work, and/or failing to give credit properly to other authors and creators.
- Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the university).
- Using media from any source of medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive, or defraud.
- Presenting another's work as one's own (e.g., homework assignments)
- Using materials during a quiz or examination other than those specifically allowed by the teacher or program.
- Stealing, accepting, or studying from stolen quizzes or examination materials.
- Copying from another candidate during a regular or take-home test quiz.
- Assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

The Andrews University policy on academic dishonesty includes incremental discipline for multiple offenses and severe penalties for some offenses. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the candidate leaves the course, program, or university.

Full details of the academic integrity policy and the procedures for implementation and due process are published in the Student Handbook. Candidates may ask for copies in academic or student services offices. Departments and faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.

Complaint Procedure

007.4.1 Resolution of Grade Complaints

In keeping with the Andrews University Working Policy (2:437:6), candidates who dispute a grade received for a course (providing that the candidate believes the grade was assigned as a result of carelessness, arbitrariness, or capriciousness) should seek a resolution through the following steps:

1. The candidate should seek a resolution in person with the instructor of the course. If this does not result in a satisfactory resolution, the candidate may seek resolution through the instructor's immediate supervisor.

2. If this step fails to resolve the dispute, the candidate may file a written grade complaint with the instructor's immediate supervisor, normally the department chair. The chair must render a written report of his/her findings.

3. A candidate who does not receive a report or remains dissatisfied may file a written grade grievance with the Dean of the School of Education.

4. After reviewing all the facts about the case, the Dean may choose to issue a final decision in the case or appoint a Grade Review Committee of three faculty members, who will investigate the matter and recommend a resolution to the Dean.

5. The Dean will then issue a final decision, taking into account the recommendations of the Grade Review Committee.

007.4.2 Resolution of Conflict with a University or SED Academic Policy

If a candidate feels that he/she has been adversely affected by a policy, he/she should follow this protocol:

1. The candidate should discuss the policy with his/her faculty advisor.

2. If the advisor is unable to help resolve the conflict, the candidate should discuss it with the department chair.

3. If this does not yield satisfactory results, the candidate should take the matter to the Dean of the School of Education.

4. If this does not yield satisfactory results, and the conflict is with an academic policy, the candidate may take the matter to the SED Academic Policies and Curricula Committee.

5. If the problem remains unresolved, the candidate may discuss the matter with the Provost. The Provost's written decision will be considered final.

6. At any step along the way a candidate may consult with either of two University Ombudspersons. The University Ombudspersons facilitate understanding, communication, and resolution of conflicts. The University Ombudsperson may help by identifying and explaining relevant university policies, procedures, and problem-solving channels. The Ombudsperson will also help the candidate to explore options or help identify University programs and resources that might be helpful. The Ombudsperson does not get involved in the following situations:

   a. If the candidate wants legal advice or legal representation
   b. If the candidate has a non-University related disagreement or problem
   c. If the candidate wants to file a grievance or make a formal complaint
   d. If the candidate wants someone to represent him/her in formal

University procedures. (See "Ombudspersons" in the current *Student Handbook*.)

007.4.3 Resolution of a Conflict with a Faculty Member

If a conflict arises between a candidate and a faculty member, the protocol below should be followed:

1. The candidate should first seek resolution with the faculty member.

2. If the candidate feels that this may affect him/her adversely, he/she should consult with his/her advisor.

3. If the candidate feels that either 1 or 2 would be counterproductive, he/she may take the conflict directly to the Dean of the School of Education.

4. If the above procedures fail to resolve the situation, the candidate may take the problem to the Provost.

5. If this does not bring a satisfactory resolution, the candidate has the right to take the matter to the President of the University. The President's decision is final in this type of conflict.

6. At any step along the way a candidate may consult with either of two University Ombudspersons. The University Ombudspersons facilitate understanding, communication, and resolution of conflicts. The University Ombudsperson may help by identifying and explaining relevant university policies, procedures, and problem-solving channels. The Ombudsperson will also help the candidate to explore options or help identify University programs and resources that might be helpful. The Ombudsperson does not get involved in the following situations:

   a. If the candidate wants legal advice or legal representation
   b. If the candidate has a non-University related disagreement or problem
   c. If the candidate wants to file a grievance or make a formal complaint
   d. If the candidate wants someone to represent him/her in formal University procedures. (See "Ombudspersons" in the current *Student Handbook.*)

Mentored Internship

The skills needed in school administration are best learned in actual leadership work. While many of our candidates are engaged in leadership in the places they work and most courses require field-based activities, formal mentored internships are required through two courses: EDAL680 Internship (Topic)_____ (for MA candidates) or LEAD886 Advanced Internship(Topic)_____ (for EdS, EdD, and PhD candidates). These courses allow the candidate to work with a LEAD advisor and with a school to accomplish a project(s) that help the school while it also helps the individual develop skills that meet specific K-12 Educational Leadership standards and elements.
The mentor coordinator helps the candidate locate a school and leader to work with and then plan out their project. There are four stages to the internship. They are:
• Stage 1, Assessment
• Stage 2, Plan
• Stage 3, Implementation
• Stage 4, Evaluation.
The candidate must accomplish the specifics associated with each stage and then document this with time logs, completed projects and reflections on this work. Their work is presented to a mentoring committee and made part of their program portfolio. Candidates will receive full information regarding the mentored internship when they register for EDAL680 or LEAD886.

Comprehensive Evaluation

MA, EdS, EdD, and PhD candidates complete a portfolio and an oral examination as their comprehensive evaluation. EdS, EdD, and PhD candidates also complete a written test as a part of their comprehensive evaluation. Table 2 (page 42) shows these requirements. This comprehensive evaluation section of the handbook describes the portfolio and its value, and the written test portion of the candidate evaluation process.

Required National Test for Educational Leadership

In January 2010 Michigan passed new educational legislation tightening up requirements for educational leadership certification in the State of Michigan. While it is too early to determine how this new legislation will be made operational into new preparation program policies, it is anticipated individuals seeking licensure may soon need to pass a national-norm test(s) in educational leadership to get certified in Michigan. This has becoming standard practice in some other states. Plus, national testing has become standard practice for many other education certification and licensure

For this reason, all degree cohorts beginning in 2010 will need to take the ETS **School Leaders Licensure Assessment (SLLA)** 1011 as a prerequisite to presenting their portfolio. This test is for principals and is more comprehensive than ETS's other principal test, 0410. Please make sure you select the 1011 test. It is more expensive but viewed more favorably by credentialing groups. Another benefit of this SLLA test is that it is similar to the test for superintendents, the SSA- School Superintendent Assessment addition, the 1020. Candidates may wish to take that as well although it is not required in our program.

Candidates will not be penalized for their scores. In other words, the only requirement for graduation is that they take this test. However, results are important. First, the candidate can use them to possibly get license in various U.S. states. Second, these ETS scores are used to evaluate and accredit the K12 educational leadership program. As such, candidates are strongly encouraged to secure test support resources and study diligently for this test.

Portfolio

Many educators have been developing a variety of holistic assessment tools to better guide and evaluate learning development and professional performance. Portfolio evaluations have emerged as one such holistic assessment tool. They have been widely used by teachers and candidates and have gained popularity among educational leaders as a way to document learning and plan for further development. Portfolios make up the primary vehicle for candidate and program evaluation in educational leadership programs.

The portfolio is a systematic and purposive collection of select artifacts that show a person's overall ability and accomplishments in an area of learning. Often, portfolios include substantive commentary and reflections on how artifacts shows competency and support overall holistic learning. These reflections include value statements about past, present, and future learning. These reflections may also be linked to special individualized meaning—one's sense of identity and calling—and used to create a story about one's personal and professional goals.

In educational leadership, the portfolio functions as both a **formative** and a **summative** instrument for development of educational leadership abilities. It serves as a formative evaluation instrument because it provides a means by which candidates can *organize* their learning and *track* their development in meeting program standards. It serves as a summative evaluation instrument because it constitutes the comprehensive exam (for MA candidates) or the largest portion of the *comprehensive examination* (for EdS and doctoral candidates), and provides an assessment to evaluate candidates' readiness for graduation and/or the dissertation stage of their doctoral work.

The portfolio is an assessment process that results in a collection of carefully chosen artifacts to describe and document the development competence in Educational Leadership. It is *developmental* (it documents competency-development activities and growth as an administrator over time), *reflective* (it makes connections between personal, professional, and scholarly dimensions of competency and interprets their meaning to the candidate), *scholarly* (it contains evidence of an appropriate knowledge base for each of the competencies), and *representational* (it shows how the items in the portfolio represent the fulfillment of the goals outlined in the program). The portfolio:

- gives substantive, meaningful, and appropriate documentation for each competency element.
- identifies level of mastery for each competency developed by the candidate, in alignment with program requirements.
- is reviewed by the appointed portfolio development faculty members.
- is submitted for formal and final approval in the portfolio presentation.

Because the portfolio plays a central role in the educational leadership programs, rationale for its use is described in the following sections. In the first section, the Christian philosophy of evaluation that guides the program and portfolio process is explored. In the second section, the use of the portfolio in educational evaluation is documented using scholarship from select researchers. The third section will specifically show how the portfolio aligns with Andrews University educational leadership programming and course work. The fourth section will outline the structure and typical content of the portfolio and give some guidance for creating the portfolio. Supporting documents are provided in the Appendix. Finally, the fifth section, the portfolio's component of the comprehensive examination is reviewed.

A Christian Worldview for Evaluation and the Portfolio

As a program embedded in Christian practices and purposes, the goal of the Educational Leadership program—as all the educational experiences at Andrews University—is to cooperate with God as the center of all learning. This vital connection is especially helpful during the delicate and difficult process of evaluation — self-evaluation, peer-evaluation, faculty-evaluation, and program-related evaluation. Within healthy relationships the portfolio process can be a restorative and developmental. However, without that context, the portfolio can quickly take on several possible negative experiences. It can become a superficial task that lapses into mere busy work. It can become an instrument of unnecessary comparison between others. It can become a tool for self-aggrandizement. All of these miss the crucial role of personal development of the portfolio process.

We believe the best safeguard against these potential negativity experiences is to view the portfolio as a way of keeping track of God's guidance and direction in the candidate's development. Within such a frame of reference, the candidate is more inclined to view all the difficult work and discipline that he or she experiences as education necessary to be a better and more joyful servant-leader. Fostering such a spirit is essential for the candidate to have the success they need in the program.

With such a perspective that views God's grace as received "without merit," the candidate is simultaneously inspired by his or her personal worth and energized toward development. Belief in God generates a source of help in all things. Work on the portfolio is a labor of love and a way to keep focused on one's calling to educational leadership and on the equipping one is experiencing for wider service and leadership. Through the creation of clear expectations and directions, the portfolio becomes an instrument of harmonious development and preparation to serve others competently, courageously, and compassionately.

In addition to organizing personal developmental, there is also a public aspect of the portfolio process. In Psalm 26, King David acknowledges that such testing allows us to "publish with a voice of thanksgiving and tell of all Thy wondrous works" (Ps 26:7, Modern Language Bible). This public component makes the portfolio the central document for create a learning community by which we inspire each other to development. Thus, a redemptive perspective on the portfolio includes public presentation of one's portfolio. This takes place *throughout* the program as candidates share their portfolio with others. This helps to create a community of learners. This public sharing also takes place at the end of the program as part of the comprehensive examination. This continual public sharing of portfolio work allows candidates to learn from each other and get specific advice and validation of their work.

In summary, using an "education as redemption" model frames the portfolio as a healthy and holistic tool for educational leaders to grow in their callings as educational administrators. It provides a place for learning and a way to showcase that learning to peers, teachers, and future employers.

Scholarly Support for Portfolios

We believe that the use of portfolios in education is defensible. Since ability in a standard is demonstrated by (a) practical experience, (b) reflective observation, (c) abstract conceptualization, and (d) active experimentation leading to the implementation of new insights (Kolb, 1984), the demonstration and evaluation of competency in a standard must also include dialogue about appropriate knowledge bases and experiments of learning. Optimal learning should include an appropriate assessment process compatible with the broader goal of personal and professional development. Angelo (1995) captures the essence of these dynamics well:

> Assessment is an ongoing process aimed at understanding and improving candidate learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education. (p. 8)

Notice the emphasis on the dialogical dimension of assessment that not only furthers the developing leader's growth, but also enhances the institution's openness to learning. Unlike closed-end tests, the portfolio and its emphasis on job-embedded learning support this emerging understanding of learning. Because of the portfolio's public nature, all candidates, including faculty and instructors, are engaged as partners in helping others in the community of learning. The portfolio shines as very effective in such a context of learning.

Because the portfolio includes statements about what one believes he or she has learned and how documents evidence that learning, the portfolio also creates a reflective learning process deemed essential in current literature on learning. By encouraging commentary on past learning and presenting struggles as well as statements about future development, the portfolio may lead to a "written plan for future actions based on assessment and analysis" (Brown & Irby, 2001, p. 2). The portfolio "represents who you are, what you do, where you have been, where you are, where you want to go, and how you plan on getting there" (Norton, 2004, p. 223, citing Evans, 1995, p. 11).

Given this robust nature of portfolios, it is understandable why Brown and Irby (2001), in reviewing the literature on portfolios, found "students" who use portfolios to have "increased interest in learning, heightened motivation to achieve, a stronger sense of self-responsibility for learning, metacognitive growth, and improved organizational skills" (p. 3). Portfolios move evaluation from just being that of what "teachers do to students" to being an artifact *created within a community of learners*. We cannot stress enough how this matches work on learning theory and practice.

This explains why the leading educational accreditation organization (NCATE) has over the past decade encouraged educational training facilities to "use authentic performance activities as assessments rather than traditional tests" (Stader & Hill-Winstead, 2002). Educational Leadership programs have increased their use of such artifacts, and the portfolio has become a means for collecting those artifacts to create a more holistic understanding of the individual's development. Likewise, practicing educational leaders have begun using portfolios in their own administrative work.

This broadened concept of assessment has expanded to become not only an assessment tool but also a crucial document to guide the learning process. The introduction of a portfolio process has helped candidates better understand their professional expectations and to plan their own development of administration knowledge, skills, and dispositions. As such "the portfolio provides, not only method for assessment, but also is a catalyst for learning" (Brown, 2002, p. 2).

Another emerging beneficial characteristic of portfolios is that they can also be adapted to multiple media. This e-process promises to allow more systematic use of data generated from portfolios (such as web-based databases) for both personal, organizational, and university work. Thus, the portfolio's flexibility and electronic adaptability promise to help in both personal and group assessment, and the continuous improvement of not only individuals, teams, and organizations but also university professional training.

Finally, portfolios have become essential tools as candidates of educational leadership seek and secure administrative roles and develop in them. Many studies have pointed to the effectiveness of portfolio assessment as a way for administrators to keep track of the many aspects of successful educational leadership that will support healthy schools and effective student learning (Brown, 2002; Lashway, 2003).

In summary, portfolios serve the following purposes:

1. Portfolios serve as guides for candidates to organize their educational leadership development.

2. They provide opportunities to encourage holistic reflection on strengths, weaknesses, and learning outcomes.

3. They become the catalyst for creating learning communities and a focal point by which members of those communities communicate with each other.

4. They provide a platform for effective assessments to evaluate candidates' overall attainment of program objectives.

5. As an evaluation format, portfolios are adaptable to a variety of media and therefore useful for multiple subject areas and domains. Their adaptability to electronic media (including web-based databases) is particularly beneficial for personal, team, organizational, and programmatic assessment and improvement.

6. Portfolios are sources of data for continuous improvement.

7. Finally, portfolios serve as effective documentation to help candidates to secure professional employment and continue their professional development once they are employed.

**Educational Leadership Programming
Alignment to Portfolio**

Appendix C shows how courses align with the 9 standards required in the program and are documented in the portfolio. The responsibility of the program is to provide courses, advisement, and resources useful for the candidates' development. However, this is a collaborative relationship with the candidates. **It remains the responsibility of candidates to develop in these educational leadership areas**. Regardless of programming, each candidate takes ownership of the documentation of his or her own development. That is the beauty of the portfolio. It gives each candidate ultimate ownership of his or her development. Appendices E and F provide general portfolio timelines and an outline of program processes. Throughout the program, this table will be useful to help candidates keep the big picture in mind as they move through the program and gather their artifacts together to show their development in these standards.

Immediately following is a Portfolio Contents Overview that provides an outline of the items that are to be included in each candidate's portfolio in LiveText.

Portfolio Content Overview

Part 1 Title Page

Part 2 Assessments
2.01   Vita (from beginning of the Internship)
2.02   Self-Assessment Instrument (SAI)
        Pre and Post-Internship Assessments
2.03   360° Participant Assessment by Others (360° CABO)
        2.03.01360° CABO by Peer
        2.03.02360° CABO by Superior
        2.03.03360°CABO by Subordinate
2.04   Outcomes Assessments Outcomes (OAO) including Gregorc, Strength Finder, Vark, Etc.
        2.04.01Candidate Pre-Program Narrative of Self Assessments

2.05   Position Goal Statement and Leadership Goal Statement
2.06   School or District Needs Assessment
2.07   Candidate Assessment Narrative (CAN) Five sections or paragraphs

Part 3 Internship Plan
3.01   Intern Contract (IC)—The Elements and Professional Activities I
        Plan to Include in My Internship
3.02   Stage 2.2 Mentor/Intern meeting with dates and notes
3.03   Service Activity(ies)
3.04   Local Project(s)
3.05   Interns' Resource Network
3.06   Internship Overall Plan Report

Part 4 Implementation
4.01   Evidence of Competence in the K-12 Ed. Admin. 9 Standard and 34 Element
        4.01.01   Standard 1
                4.01.01.01   Element 1 –Develop a School Vision of Learning
                4.01.01.02   Element 2 – Articulate a School Vision of Learning
                4.01.01.03   Element 3 – Implement a School Vision of Learning
                4.01.01.04   Element 4 – Steward a School Vision of Learning
                4.01.01.05   Element 5 – Promote Community Involvement in School Vision
                4.01.01.06   Reflection on the Standard
        4.01.02   Standard 2
                4.01.02.01   Element 1 – Promote a Positive School Culture
                4.01.02.02   Element 2 – Provide Effective Instructional Program
                4.01.02.03   Element 3 – Apply Best Practice to Student Learning
                4.01.02.04   Element 4 – Design Comprehensive Professional Growth Plan
                4.01.02.05   Reflection on the Standard

        4.01.03   Standard 3
                4.01.03.01   Element 1 – Manage the Organization
                4.01.03.02   Element 2 – Manage the Operations
                4.01.03.03   Element 3 – Manage the Resources
                4.01.03.04   Reflection on the Standard
        4.01.04   Standard 4
                4.01.04.01   Element 1 – Collaborate with Families and Other Community Members
                4.01.04.02   Element 2 – Respond to Community Interests and Needs
                4.01.04.03   Element 3 – Mobilize Community Resources
                4.01.04.04   Standard Reflection
        4.01.05   Standard 5
                4.01.05.01   Element 1 – Acts with Integrity
                4.01.05.02   Element 2 – Acts Fairly
                4.01.05.03   Element 3 – Acts Ethically
                4.01.05.04   Reflection on the Standard

Portfolio Development Specifics

In the K-12 Educational Leadership program, the portfolio is managed through LiveText, which is a web-based portfolio management system. (For more information about LiveText, see the Other Program Issues section of this handbook.) This section reviews the structure and content of the portfolio within LiveText

Part 1. Title Page
Your portfolio must have a title page, which contains information about you and your portfolio for your committee. You will complete your title page within LiveText, using the instructions you will find in Part 1 of the portfolio section of LiveText.

Livetext has a built-in Table of Contents which you will use to load your artifacts. That Table of Contents is shown on the left hand column of your Livetext portfolio and helps you plan your overall portfolio structure.

Part 2. Assessments
This section of the portfolio contains your assessment information in the following seven parts.

     Part 2.01.   Educator's VITA
     Part 2.02.   Self Assessment Instrument

Part 2.03.   360° Candidate Assessment by Others
Part 2.04.   Outcomes of Other Assessments.
Part 2.05.   Position and Leadership Goals
Part 2.06.   School District Needs Assessment
Part 2.07.   Candidate Assessment Narrative Plan

Part 3. Internship Plan
One of the most important parts of developing competency in educational leadership is to complete a sustained and substantive internship. You will do that in either EDAL680 or LEAD886. In Part 3 of LiveText, you will plan your Mentored Internship Experience and upload the main documents into LiveText. You may also refer to these artifacts in Part 4 as evidence of competency in the nine Standards. Following is a list of 6 internship plan related items that you will upload to the portfolio.

3.01   Internship Contract (IC): The Elements, and Professional Activities I Plan to Include in My Internship;
3.02   Mentor/Coordinator Meeting Dates and Notes;
3.03   Service Activities
3.04   Local Projects
3.05   Internship Resource Network
3.06   Internship Overall Plan Report

Part 4. Evidence of Competence in Educational Leadership 9 Standards & 34 Elements
In K-12 Educational Leadership, there are nine Standards, which are subdivided into 34 Elements (pages 47-48). For each Element, include a **Candidate Element Experience Log** and supporting **Artifacts.** Use the **Evaluation Rubric** to guide the creation process. In addition, at the completion of each standard, the intern will write a reflection paper.
   1. **Element Documentation**

     a. **Candidate Element Experience Log (CEEL)**

       i. First of all, you will find a copy of a blank CEEL in each Element in LiveText.

       ii. You will be asked to include the following information in the CEEL:

- Number and title of selected Standard:
- Number and title of selected Element:
- Documentation for this CEEL is to be found: (here or in X Element)
- Title of the CEEL:
- Date CEEL turned in:
- Duration (list the hours involved) of the CEEL:
- Person(s) worked with:
- Location (school, etc.) where CEEL took place:
- Whether the CEEL was a planned project or service activity

       iii. The CEEL will also explain how your artifact fulfills the ELCC Element/Standard. It will consist of three clear statements.
         1. The first statement (paragraph) describes what Standard and Element the artifact supports. You could begin this paragraph as follows: "This portfolio experience log (CEEL) describes Standard (X) Element (X) which indicates that Educational Administrators need to . . . ." (Summarize the Standard/Element using your own words and phrases from the Standard/Element. Don't cite too much of the Standard language, but capture much of the key concepts and phrases and put them in your own words.)

2. The second statement (one or two paragraphs) clarifies how aspects of your artifact fulfill specific aspects of the Element. For example, "My work with the school board to create an informational website for the school demonstrates my ability to create means of communication with families and the community (4.1). The website not only provides updated information but also allows feedback from parents and community members. This has improved overall public relations." The indicators within each Element will help you with specific wording for this Statement of your CEEL.

3. The third statement (one paragraph) outlines areas that still need improvement and future plans to make those improvements. Your improvement plan may include multiple tasks, including taking specific future courses, doing a mentorship or professional development seminar around that area, or taking up informal educational leadership roles that would give you experience in this Element.

iv. After producing the CEELs for all the Elements in each of the nine Standards, you will summarize and reflect on your fulfillment of the Standard as a whole. This is called the reflection paper. This will be discussed later.

b. **Artifacts**

i. Types of Artifacts

1. *Things created*. An artifact is just about anything that you might wish to use to document your experience in connection with an Element. Examples of artifacts are school manuals, syllabi, school web pages, PTA events and fund-raising, program evaluations, seminar materials, marketing materials, budgets, financial statements, agendas, minutes, proposals, videos of presentations, policy descriptions, reviews of books, articles, reports, photographs, papers, course assignments, and a thousand other possibilities.

2. *Verification of competency in Standards and Elements from others*. Items such as letters, cards, evaluations, and annual reports would be included in this type of artifact. A Nobel Prize would fit here.

3. *Reflective journals and papers written by the candidate that demonstrates growth in a particular competence that is connected with the knowledge base or theoretical underpinnings of a given experience*. A self-reflection of a particularly difficult parent or candidate interaction would be a good example of this type of artifact. A self-reflection essay describes personal growth and the practical application of competency and theoretical knowledge bases supporting the competency. LiveText will receive Artifacts in a number of formats, which include but are not limited to Microsoft Word, Excel, PowerPoint, PDF, audio files, and video files.

ii. Quality of Artifacts

1. We use five categories to evaluate Standards. The Element and Reflection rubrics provide further details about these levels.

   a. Distinguished
   b. Proficient
   c. Satisfactory
   d. Emerging
   e. Unsatisfactory

2. Pass level indicators

a.　MA: To pass, each Standard must be at the ***satisfactory*** level.
　　　b.　EdS: To pass, each Standard must be at the ***satisfactory*** level with two at the ***proficient*** level.
　　　c.　EdD: To pass, each Standard must be at the ***satisfactory*** level with three at the ***proficient*** level.
　　　d.　PhD: To pass, each Standard must be at the ***satisfactory*** level with three at the ***proficient*** level and one at the ***distinguished*** level.

　　iii. Quantity of Artifacts

　　　The quantity is not as important as quality. Often one significant artifact can fulfill multiple Elements and possibly multiple Standards. We strongly encourage working with your advisor to determine the appropriate quantity. Include significant projects or artifacts that show extensive knowledge, skills, experience and appropriate attitudes in a Standard.

　　iv. Following are some stems to facilitate reflection:

　　　"This artifact demonstrates my competency because . . ."

　　　"This artifact is meaningful to me because . . ."

　　　"This artifact shows my understanding and application of . . ."

　　　"A question or plan of action I plan to pursue as a result of this experience/artifact is . . ."

　　v. Upload your Artifact into the Element that most matches the artifact. You can refer to the artifact in other Elements and Standards but pick the best match for a place to house/link/locate the item.

c. **Element Rubrics**

　　i.　Each of the 34 Elements has its own separate rubric. Please find the rubric for the evaluation within each Element of LiveText.

　　ii.　Most of the Elements use the same rubric. This will make evaluating work more uniform. However, a few Elements have unique rubrics designed for use on special assignments that are in connection with specific courses.

　　iii.　Use each of the rubrics to guide you in writing the CEELs and organizing your artifacts. Your professor may use these rubrics to evaluate your artifacts in a course, or your advisor may use these rubrics to evaluate your portfolio. Or both situations may apply. Ultimately, you work with your advisor on this process.

2. **Part 4.01.01 – Part 4.01.09 The Rest of Your Element CEELs and Artifacts**

Use the format above in Part 4 and repeat for each of the Elements and Standards. You will find specific instruction in your portfolio template in LiveText. For your convenience, here is a list of the Standards and Elements.

Part 4.01.01 Standard 1: Vision/Mission
　　4.01.01.01　　Develop a School Vision of Learning
　　4.01.01.02　　Articulate a School Vision of Learning
　　4.01.01.03　　Implement a School Vision of Learning

        4.01.01.04   Steward a School Vision of Learning
        4.01.01.05   Promote Community Involvement in School Vision

Part 4.02.01 Standard 2: Instructional Programming
        4.01.02.01   Promote a Positive School Culture
        4.01.02.02   Provide Effective Instructional Program
        4.01.02.03   Apply Best Practice to Candidate Learning
        4.01.02.04   Design Comprehensive Professional Growth Plans

Part 4.01.03. Standard 3: Management/Administration
        4.01.03.01   Manage the Organization
        4.01.03.02   Manage the Operations
        4.01.03.03   Manage the Resources

Part 4.01.04. Standard 4: Community Relations and Collaboration
        4.01.04.01   Collaborate with Families and Other Community Members
        4.01.04.02   Respond to Community Interests and Needs
        4.01.04.03   Mobilize Community Resources

Part 4.01.05. Standard 5: Ethics, Values and Spirituality
        4.01.05.01   Acts with Integrity
        4.01.05.02   Acts Fairly
        4.01.05.03   Acts Ethically

Part 4.01.06. Standard 6: Politics, Law, and Society
        4.01.06.01   Understand the Larger Educational Context
        4.01.06.02   Respond to the Larger Educational Context
        4.01.06.03   Influence the Larger Educational Context

Part 4.01.07. Standard 7: Technology
        4.01.07.01   Technology Leaders and Vision
        4.01.07.02   Teaching and Learning
        4.01.07.03   Productivity and Professional Practice
        4.01.07.04   Support, Management and Operations
        4.01.07.05   Assessment and Evaluation
        4.01.07.06   Technology, Social, Legal and Ethical Issues

Part 4.01.08. Standard 8: Worldview and Personal Philosophy
        4.01.08.01   Worldview, History and Major Strands
        4.01.08.02   Personal Worldview
        4.01.08.03   Worldview and its Influence in the School

Part 4.01.09. Standard 9: Research and Evaluation
        4.01.09.01   Research Methodologies
        4.01.09.02   Conducting Research
        4.01.09.03   Evaluating Research
        4.01.09.04   Reporting Research

Special Note on the Research Standard
Research will be documented under the ninth Standard in your portfolio. We give some added focus here because of the centrality of research in graduate work. At the MA level, you will have to document your general knowledge of the research processes and overview of your understanding of research methods. Your artifacts from EDRM505 should provide sufficient documentation of the fulfillment of this Standard. However, if you have collected data at your school and analyzed it and used it in decision making, then this too should be referred in this section. At the advanced levels, EdS, EdD and PhD, there are more courses that will provide you with the ability to show the level of research competency you have attained. A few of these courses

are EDCI636, EDRM505, EDRM605, EDRM611, EDRM712, HIST650, and LEAD637. In these courses you will produce artifacts like program evaluations, article critiques, research proposals, qualitative research projects, literature reviews, and collaborative, descriptive, and inferential statistics research projects. All of these show aspects of research competency that you will explain in your CEELs and in your reflection papers. Doctoral candidates will also have the added material of their dissertation.

Those collecting data for research purposes need to complete an application to the Andrews University Institutional Review Board. Please talk with your instructor or advisor about this process.

The central requirement for research competency will be that EdS candidates show the same general knowledge as the master's plus ONE basic research method. The EdD must in addition show research experience in TWO basic research methods. The PhD must show, in addition to the EdD work, thorough knowledge of ONE advanced research method. Your advisor will help you prepare this material.

3. Reflection Paper on Each Standard

After completing a CEEL for each Element in a Standard and linking it to the appropriate artifact, you will need to write a reflection on your fulfillment of the Standard as a whole. Use the Reflection Rubric to write this three- to four-page document. Your reflection will connect the Elements to the Standard and show integration of knowledge with practice. Your reflection paper should cite and give reference to the academic readings in the program related *directly* to that Standard. At the conclusion of your portfolio you will write a synthesis paper. This reflection paper differs from the synthesis paper which will be discussed later. A simple way to remember this is that a CEEL explains the fulfillment of an Element, a reflection paper explains the fulfillment of a Standard, and the synthesis paper explains your overall growth in the fulfillment of the program as a whole.

4. Synthesis Paper

After completing all sections above (self-assessment section, all Element CEELs and artifacts, the reflection paper for each Standard, the internship related material), you will need to write a synthesis paper on the entire portfolio and your experience in the program as a whole.

Most candidates are able to accomplish the requirements of the synthesis rubric within the following page requirements:

1. **MA:** 5-7 page synthesis paper which demonstrates a thoughtful and reflective overview of the development in the Standards.
2. **EdS:** 10-12 page synthesis which demonstrates a thoughtful and reflective overview of the development in the Standards, with reference to key works and ideas from the literature explored in the program.
3. **EdD:** 12-15 page synthesis paper which demonstrates a thoughtful and reflective overview of the development in the Standards, with a strong inclusion of research based perspectives and conceptual literature that helped frame this development.
4. **PhD:** 15-20 page synthesis paper which demonstrates a thoughtful and reflective overview of the development in the Standards, with a strong inclusion of research based perspectives and conceptual literature that helped frame this development.

While the synthesis paper cites academic material, the primary focus is to link your work in the program as a whole to your practice as a leader. It is more of a critical reflection in the light of the Standards and Elements of the K-12 Educational Leadership Programs. It will summarize a candidate journey as s/he developed the required competencies. The synthesis paper is an attempt to integrate the competencies into a unique whole that captures conceptually what *Educational Leadership* means. The synthesis paper is an opportunity for the candidate to show evidence of personal and professional growth in the program. When the

synthesis paper is approved by the candidate Program Team (advisor and team member(s)), the request for a date for the portfolio presentation is submitted to the K-12 Educational Leadership Program faculty.

Load your synthesis paper into Part 4.01.10 My Journal of the K-12 Portfolio in LiveText.

5.   **Summative Evaluation**

This section of the portfolio contains summative items you create for the portfolio as well as items of an evaluative nature. Titles of these items follow:

Part 5.01   List of Results and Recommendations for School
Improvement;
Part 5.02   Updated Vita;
Part 5.03   Letter of Application;
Part 5.04   Three Year Professional Growth Plan;
Part 5.05   Mentor's Interns Assessment;
Part 5.06   Candidate's Portfolio Contents Check Sheet;
Part 5.07   Portfolio/Internship Presentation Decision Form;
Part 5.08   Interns Internship Report

In addition to these eight items, the portfolio will also be evaluated using the Element rubrics, and the reflection rubrics. The score for those rubrics and other rubrics will then be aggregated to form an overall portfolio evaluation. The overall portfolio evaluation will be identified at one of five levels (Distinguished, Proficient, Satisfactory, Emerging, or Unsatisfactory).

The following minimum pass level indicators must be met for candidates seeking the following degrees:

Pass level indicators

a. MA: To pass, each Standard must be at the ***satisfactory*** level.
b. EdS: To pass, each Standard must be at the ***satisfactory*** level with two at the ***proficient*** level.
c. EdD: To pass, each Standard must be at the ***satisfactory*** level with three at the ***proficient*** level.
d. PhD: To pass, each Standard must be at the ***satisfactory*** level with three at the ***proficient*** level and one at the ***distinguished*** level.

There is a required oral presentation of the portfolio. It must be assessed by the participating evaluators at a minimum of a Passing level.

(Table 2) Portfolio and Comprehensive Examinations in the K-12 Educational Leadership Programs

	Masters	Ed. Specialist	EdD	PhD
Purpose	To assess candidates' competency in the 9 standards of educational leadership and general research processes	To assess candidates competency in the 9 standards of educational leadership and knowledge in general research processes and **one** basic research method	To assess candidates competency in the 9 standards of educational administration and knowledge in **two** basic research methods	To assess candidates competency in the 9 standards of educational administration and knowledge and application of **two** basic and **one** advanced research methods
Area/ Content	9 Standards	9 Standards	9 Standards	9 Standards
Nature Form Time Portfolio requires extensive documentation (see Handbook Section) Oral presentation is required for all degree-seeking candidates but can be done through telephone conference or face-to-face.	**Part I Portfolio**. The portfolio is the comprehensive evaluation for MA. Completion of a **Portfolio** based on all 9 standards of the Program: 1. Vision & Mission 2. Culture & Instructional Programming 3. Management/Administration 4. School-Community Relations 5. Ethics & Morality 6. Law, Politics, Sociology 7. Technology 8. Worldview 9. Research (General Processes) **Part II Oral Examination** (2 hours): Oral presentations are made to a two-faculty-member committee. Candidate will be questioned by faculty during the oral examination. Candidate shows overall integrated development in the standards and with a synthesis that shows knowledge base, developed skills, and appropriate educational leadership dispositions.	**Part I Written** Test (2 hours) Requires integration and application of knowledge base. This test is taken near the completion of coursework. **Part II Portfolio** Same as Masters except research section (9) must show knowledge of general research processes and show experience/application in **one** basic research method. **Part III Oral Examination** (2 hours) Oral Presentation to a three-faculty-member panel on the fulfillment of 9 standards and their link to SED Core, and explanation of research processes and **one** basic research method. Candidate will be questioned by faculty during the oral examination.	**Part I Written Test** (4 hours) Requires integration and application of knowledge base. **Part II Portfolio** Same as EdS except research section (9) must show knowledge of general research processes and show experience/application in **two** basic research methods. **Part III Oral Examination** (2 hours) Oral Presentation to a three-faculty-member panel on the fulfillment of 9 standards and their link to SED Core, and explanation of research processes and **two** basic research methods. Candidate will be questioned by faculty during the oral examination.	**Part I Written Test** (6 hours) Requires integration and application of knowledge base. **Part II Portfolio** Same as EdD except research section (9) must show knowledge of general research processes and show experience/application in **two** basic research methods and **one** advanced research method. **Part III Oral Examination** (2 hours) Oral Presentation to a three-faculty-member panel on the fulfillment of 9 standards and their link to SED Core, and explanation of research processes, **two** basic research methods, and **one** advanced research method. Candidate will be questioned by faculty during the oral examination.
Grading and Reporting	The Portfolio will be reviewed during the formative phase with the advisor. The summative evaluation will be completed by two faculty members—the advisor plus one other faculty. To Pass, all sections must be at the **satisfactory** level.	The Portfolio will be reviewed during the formative phase with the advisor. The summative evaluation will be completed by a three-faculty-member committee (advisor plus two other faculty members). To Pass, all sections must be at the **satisfactory** level with two at the **proficient** level.	The Portfolio will be reviewed during the formative phase with the advisor. The summative evaluation will be completed by a three-faculty-member committee (advisor plus two other faculty members). To Pass, all sections must be at the **satisfactory** level with three at the **proficient** level.	The Portfolio will be reviewed during the formative phase with the advisor. The summative evaluation will be completed by a three-faculty-member committee (advisor plus two other faculty members). To Pass, all sections must be at the **satisfactory** level with three at the **proficient** level and one at the **distinguished** level.

Question for the examination are selected by candidate's advisors. Comprehensive tests are independently assessed by two faculty members. Results are compared and the assessment is finalized and reported to the candidate.
See the "Portfolio" Section of the Handbook for more information on the full requirements of a portfolio.

Assessment Philosophy

Assessment is the process of collecting data for the purpose of improving program performance and learning outcomes of candidates (we use this term to refer to students in our program). Assessment data can be qualitative or quantitative, generated by formal or informal processes and used by faculty, staff, and candidates at any time for continuous improvement. Continuous improvement is gradual, based on trend data such as moving toward online delivery. It is also as simple as listening to a candidate and responding by adding a YouTube video to an online class. We use data from diverse assessment processes for micro as well as macro changes.

In Educational Leadership, assessment is linked to the Leadership and Educational Leadership departmental **core values** of community, service, integrated life, and human dignity. Each faculty or staff member and candidate is encouraged to use these values to guide their behavior. The health and welfare of all—faculty, staff, candidates—as well as the effective use of resources is the goal of assessment. These four core values guide assessment and are crucial to the success of the program:

1. **Community** engenders assessment in many ways. Regular meetings with candidates, graduate assistants, and faculty build the basis for feedback and create a culture of assessment. Current plans to use FaceBook came directly out of candidates' feedback. In addition, email communication, telephone conversations, online chats, and discussion boards provide opportunities for continuous improvement.
2. **Service** provides opportunities to apply what is learned in the field and give feedback to the program. Service involves the giving of time, knowledge, and skills to help other people. This service also provides additional assessment date for program improvement and candidate development.
3. **Integrated life** focuses on the harmonious development of mental, physical, social, and spiritual dimensions. Feedback on these dimensions is the basis for assessing personal wholeness and balance. Conversations between faculty and candidates often bring up ways to improve in this area. Finally, throughout this assessment process we are aiming for integration—personally and corporately.
4. **Human dignity** involves respecting the uniqueness of each individual. Faculty, staff, and candidate boundaries must be honored, as their dignity is also crucial to program vitality and sustainability.

Our experience in assessment has nurtured within our community a strong belief, even a theology of practice, in which mercy and clear communicative processes of discovery and revelation are essential. We believe that gentle and effective formative evaluations "along the way" support candidate development so that summative judgments can become experiences of celebration rather than of fear. Another central component in our philosophy of assessment is to keep the assessment process in focus for individuals. We do this primarily with web pages and program handbooks for our faculty, staff, and candidates. We are moving toward including specific portfolio (assessment) assignments in each of our Educational Leadership courses.

Every program has a story that is linked to its identity. This story includes historical antecedents and current challenges and changes. "A civilization without history ceases to have identity. Without identity there is no purpose; without purpose civilization will wither" (Michael Kammen, *People of Paradox,* New York, 1972, p. 13). This assessment plan attempts to clarify our program's story and identity. In the next two sections will we explore our program's history and its link to assessment.

Current Candidate Assessment

This section reviews points in the program where assessment data is gathered about candidates and used for decisions about candidate development and aggregate to inform program changes. There are seven specific points in the program where assessment data is collected. Those are outlined and then explained below:

Outline of Assessment Decision Points

1. Admissions
    a. Purpose statement
    b. Recommendations
    c. GRE
    d. Transcripts (course types and GPA)
    e. Aggregating Admissions Statistics to show admissions patterns
2. EDAL500 Orientation
    a. Face-to-face evaluations
    b. Self-evaluations and candidate "fit to program" paper
    c. Faculty evaluation of orientation and candidate needs
3. Course Assessments
    a. Course syllabi show how artifacts aligned to portfolio
    b. Rubric evaluations
    c. Grades
4. Annual Reviews
    a. Continual enrollment requirements
    b. Program progress
    c. SED Candidates Disposition Evaluation (See Appendix I)
5. EDAL 680/LEAD 886 Internship
    a. Internship mentor assessment including an assessment of dispositions. (See Appendix N)
6. Program Completion Assessment
    a. Written "Test"
    b. Portfolio
    c. Doctoral Dissertation (for EdD and PhD)
    d. Exit Interview
    e. SED Program Completion Survey (See Appendix K)
7. Post-Graduate Assessment
    a. SED Alumni Survey (See Appendix L)
    b. SED Employer Survey (See Appendix M)

Explanation of Assessment Decision Points

Admissions. The first major assessment point of candidates is at the contact and admission stage. Prior to admissions, contact logs are kept to keep track of where applicants learn about the program. During the application process, we assess their fit with our program, specifically to our online delivery and portfolio based assessment philosophy, to our department values, and to university mission. Educational leadership applicants are also informed that SDA administrative certification and endorsement requires that candidates have an SDA professional teaching certificate (which requires a masters and three years of teaching experience). Applicants are accepted without this certification but are informed of the requirement.

Candidate's acceptance decision is based on several key documents. The first document is a purpose statement that shows the candidate's interest and "calling" to educational leadership. The next documents are strong recommendations of the candidate from employers, clergy, teachers, etc. The third document is the Graduate Record Examination (GRE), General Subject scores. Masters students may be accepted provisionally pending GRE scores. The fourth document is undergraduate and/or graduate transcripts. These transcripts show GPA that helps predict performance in our programs. They also show transferable graduate courses that may help in candidates' course planning. All these documents provide data for decisions regarding acceptance.

This admissions data along with telephone conversations and emails help to assess a key issue at this stage of the program. That is the fit of the applicant to a career in educational leadership. Another fit between applicant and program is applicant comfort with the program online delivery method, and the Adventist Christian culture within which we operate. Our goal is to aggregate this data to determine patterns and weaknesses in our admissions process.

Orientation. All degree students must take our one week intensive, face-to-face orientation. They are informed of orientation dates and reading requirements during the admission process. One purpose of

this orientation is to build community among faculty and candidates which will continue online. Another purpose of the orientation is to train candidates in online Moodle courseware and distance communication. This orientation also allows faculty to further assess the fit of candidates to a career and calling in educational leadership. It is during this time that some candidates, based on their experience of the orientation, opt to change to another of our three department emphases or even to other graduate programs. This is a period of intense self-evaluation and reflection for participants. They then report their self-evaluation and plans for preparing for administration in the required course paper. Faculty evaluate these papers and help prepare program course plans to fit candidates' needs. The portfolio is introduced to give candidates a picture of the end results of their education. Introducing them to the portfolio evaluation process helps them to "start with the end in mind."

Course Assessments. One way candidates are prepared to graduate with competency in program standards or learning outcomes is by taking formal online courses. These courses help candidates acquire knowledge, dispositions, and performances that will show their competencies in administration. Candidates will produce artifacts for their portfolio that will be assessed by fellow candidates and faculty. Course syllabi show how course artifacts align to the portfolio. These syllabi contain the rubrics used for assessing candidate work. Blank rubrics and completed rubrics with sample candidate work are collected in online courses usually in the drop boxes.

Annual Reviews. Every year the department reviews candidate's progress in our programs. This review entails checking candidate fulfillment of (a) enrollment is one out of three semesters per year, (b) adequate GPA, and (c) appropriate professional dispositions (attitudes).

Internship. Internship with mentoring is an integral and capstone component of our newly developed online program. Employers and SDA educational leaders have stressed the need for more significant, substantial and sustained field experiences in administration. In 2006, a mentoring handbook was created and, in 2007, the course syllabi for the internship (EDAL680, LEAD886) were significantly revised to guide mentors and mentees. A new part-time mentoring coordinator was hired to facilitate candidate self-assessment and mentor and employer assessment. Mentees create internship notebooks which document their ability to apply knowledge to real work situations in schools. These help faculty determine candidate integration of learning into skills and attitudes of practice. Data from these notebooks will be used to improve the mentoring component of the program. Data will also be used to indicate necessary changes to formal course work to see if we are preparing candidates in knowledge, dispositions and performances. Dispositions are assessed by the intern's mentor at the end of the internship.

Program Completion Assessment. Masters and Educational Specialists complete a comprehensive examination as the artifact for program completion. The doctoral programs add a dissertation that is also considered in program completion. The comprehensive examination has two or three subcomponents depending on the degree. All degrees require a written portfolio and the oral presentation of the portfolio. EdS, EdD and PhD candidates also have to take a written "test" component where they will be required to integrate and apply their knowledge. The comprehensive examination determines ability on 9 standards (K-12) or 16 learning outcomes (Higher Ed). The dissertation can be incorporated into the portfolio but must also be reviewed separately by the traditional university approved dissertation process.

Part of the completion assessment is the exit interview, which is currently being developed by an assessment consultant.

Assessment. We are using alumni (Appendix L) and employers (Appendix M) surveys as part of follow-up post-graduate assessment of alumni success in educational leadership. The purpose of these surveys is to assess the program's ability to prepare alumni for success in their careers.

Doctoral Dissertation

Dissertation Purpose and Credits

This section documents the dissertation and its processes (topic and committee selection, the proposal, the written dissertation, and the oral defense). Those securing the EdD or PhD are securing terminal degrees. These degrees represent comprehension of an extensive knowledge base, as well as the completion of high quality independent research. The dissertation is where much of the ability to do high quality independent research is developed and documented. The dissertation is the most in-depth research many persons complete in their entire lifetime. For that reason, it is often the most difficult part of a program. Regardless of how prepared, capable, funded, or committed a person may be, the dissertation still requires extensive academic, social, emotional, and practical resources to complete. It also requires a tremendous amount of time commitment, usually two to three years for candidates in full-time jobs.

Nevertheless, the completion of the dissertation can be one of the most rewarding graduate experiences. Candidates who are passionate about an issue can devote themselves wholeheartedly to a topic and thoroughly explore a valued question in great detail. They can read literature they have always wanted to read and collect data to answer deep professional concerns or pursue personal interests. They then share their discoveries with others through written and oral presentations and apply their work to their own educational leadership context. Given these dynamics, the dissertation can be a very rewarding experience.

While there is (and should be) great diversity between dissertations, dissertations in Educational Leadership must do the following: (a) reveal familiarity with the literature pertinent to the dissertation; (b) demonstrate a candidate competence to conduct independent research; (c) present a logically organized and readable account of the investigation, its findings, conclusions, and implications; and (d) relate to Educational Leadership Standards. Dissertations will also focus on a clearly defined problem of strong importance to the profession and employ well-planned and well-executed, acceptable research techniques.

There are three major, but overlapping, phases of the doctoral program: (a) coursework, (b) comprehensive examination and portfolio work, and (c) the dissertation. See Appendix E: Dissertation and Portfolio Timeline. For doctoral candidates, the completion of the dissertation is the major fulfillment of the research standard. The dissertation should, therefore, be viewed as a part of work to fulfill the standards and therefore part of the portfolio. Candidates should complete the dissertation toward the end of their coursework but before the final oral presentation of their portfolio. This process differs from some traditional doctoral programs in that the portfolio, which is part of the overall comprehensives, comes after the dissertation. Please see your advisor for more detail on this process. During the dissertation phase of the program, candidates will go through five major stages: (a) selecting a topic and committee, (b) writing a proposal, (c) researching (collecting data), (d) writing the dissertation, and finally, (e) orally defending the dissertation. Each of these five stages in outlined in Table 3 Dissertation Process, p. 48.

While going through these stages, the candidate will register for dissertation credits. All registration of dissertation credits must be approved by the dissertation chair. Candidates must register for a total of 16 dissertation credits prior to graduation. Two of these credits are allocated for the course LEAD/EDRM880 Dissertation Proposal Development. This course facilitates the candidate working development of a proposal. The remaining 14 credits are to be taken while developing the dissertation proposal and the dissertation itself (LEAD899 Doctoral Dissertation).

The dissertation topic and the committee are often selected before registering for any dissertation credits. However, sometimes candidates wish to take time to fine-tune a dissertation topic or select their dissertation committee. During that time they may register for the first two dissertation credits. No further dissertation credits can be taken until the topic is approved. If more time is needed to develop a topic, and no more course credits are available, and candidates need to fulfill their continuous registration requirement for a semester then candidates must register for Educational

Leadership Program Continuation (EDAL650). Continuous registration requires a candidate to be registered at that least every third semester.

Once the topic and committee are approved, the candidate should be able to register for the 2-credit course, LEAD/EDRM880 Dissertation Proposal Development. Appendix L contains a LEAD880 Self-Evaluation Form to assist in determining one's readiness for the course. Polishing the dissertation proposal and getting it approved may take another 2 dissertation credits (to a total of 6). No further dissertation credits will be allowed until the proposal is approved. If needed, at least every third semester, candidates must register for EDAL650 Educational Leadership Program Continuation to fulfill continuous registration requirements.

After the proposal is approved, additional dissertation credits can be taken. It is recommended that candidates pace their completion of dissertation credits so that should their dissertation take longer than planned, they can still register for dissertation credits. As they experience more progress on their dissertation, they may increase their credits. Here is a summary of how candidates could pace their dissertation credits to reduce the necessity of registering for continuation:

Topic & committee approved (no more than 2 credits total)	2 cr.
Dissertation Proposal Development (LEAD880/EDRM880)	2 cr.
Proposal development & approval (no more than 6 credits total)	2 cr.
Data collecting	4 cr.
Completion of dissertation & oral defense	6 cr.

Table 3 -Dissertation Process

Stage 1: Topic and Committee Approval

1. Talk with Advisor about various topics for a dissertation
2. Write a Dissertation Topic Prospectus
3. Identify and request a faculty member to serve as your dissertation chair
4. Submit the Prospectus to the potential dissertation chair
5. Work with the chair until Prospectus is polished enough to share with others
6. Finalize a dissertation committee in cooperation with your chair and submit Topic and Committee Approval form with completed Prospectus
7. Continue to work with chair and committee to expand Prospectus

Stage 2: Proposal

1. Check readiness to take LEAD/EDRM880 (see form in Appendix L).
2. Work on readiness factors (read literature, expand research methods reading, etc.)
3. Take LEAD/EDRM 880
4. Write a Research Proposal (RP)
5. Submit RP to your chair
6. Work with your chair until RP approval is obtained
7. Submit RP to committee
8. Continue to work with chair and committee until the committee approves RP
9. Send one completed chapter to Dissertation Secretary (Bonnie Proctor) to get feedback on format and style that will need to be incorporated throughout the dissertation write up process
10. Get IRB approval (this may take from one to three months)

Stage 3: Data Collection

1. Contact subjects, collect data, etc.
2. Work with Chair on any changes to the research plan or problems that develop in the data collection phase
3. Continue to edit chapters 1-3 as needed while collecting data or waiting for data to come in
4. Submit findings chapter to chair for reading
5. Finalize discussion chapter with chair and rest of the committee as agreed upon with the chair.
6. Complete publishable paper for final chapter of the dissertation
7. Submit dissertation as a whole to Chair
8. Work with the chair until chair approves the dissertation

Stage 4: Dissertation

1. Submit the full dissertation to the whole committee
2. Make changes to the document as suggested by the committee

Stage 5: Defense

1. Arrange and complete a pre-defense meeting with the committee
2. Make changes to the document as suggested by the committee
3. Repeat steps 1 & 2 if needed.
4. Send final draft to Dissertation Secretary for her review
5. Make changes per Secretary comments (this may take weeks)
6. Work with chair and Dean of SED to identify an External Reviewer and provide dissertation copy
7. Work with chair and Dean to arrange defense date
8. Work with chair to prepare materials for dissertation defense presentation.
9. Successfully present an oral defense of the dissertation before the full committee

> 10. Follow the Post-Defense guidelines from chair and SED graduate secretary

NOTE: The stages are sequential, but the order of the items in each stage can be varied.

Stage 1: Topic and Committee Approval

Candidates should think about their dissertation topic and committee soon in the graduate process. However, they should have a significant knowledge base in educational leadership content as well as methodolgy before starting to work with their academic advisor on selecting a dissertation topic and committee. This process does not have a regular progression of steps. Frequently, consideration of the dissertation topic, dissertation chair, and other members of the dissertation committee takes place simultaneously. Some candidates select a topic before approaching a faculty member about being the chair of the committee. Others approach faculty first and together select a topic.

Discussing ideas for potential dissertation topics with several faculty members helps in selecting a topic and in choosing a chair and committee. Selecting a chair then facilitates selection of the rest of the committee. As ideas about topics and committee members crystalize, it is important to discuss them with the advisor or chair. It is wise to treat the topic as negotiable in its details and to consider other topics that might be recommended. The final topic is usually a result of much discussion.

To facilitate faculty decisions to serve on a dissertation, candidates should create a Dissertation Topic Prospectus, a brief statement (one to four pages) outlining their research plan. This brief statement should include a description or nature of the topic, the problem, its importance to the researcher, the literature to be surveyed, and a brief statement about the proposed methodology. Based on this statement, chair or member decisions can be made. Participation on a committee is a faculty member's choice. This choice can be based on many different factors. If a candidate is not able to secure a chair or members, he or she may have to interest other faculty members in his or her topic, or work with the advisor or chair to craft a different topic.

The dissertation committee consists of a minimum of three members, including the chair. The chair and one other member shall be selected from among the current full-time Andrews graduate faculty. The third member may be from the Andrews graduate faculty or a person outside of the University. Candidates should work with their advisor or chair to determine appropriate and qualified members for their disssertation committee. If a dissertation committee member is chosen who is not a resident faculty member at Andrews University, *the candidate is responsible for the cost of that committee member's travel and participation.*

The dissertation topic must be in educational leadership. Also, the topic must be one where Andrews University resources, or other available resources, can support the dissertation research.

Once a topic has been selected and the acceptance of a chair and members has been secured, the chair should process the topic and committee approval form (Request for Doctoral Dissertation Committee and Topic Approval). This form lists the necessary names, the dissertation topic, and the research methodologies that are evidenced in the candidate course plan. Committee members' signatures, as well as appropriate department chair and Graduate Programs Office approval, are needed before the form is considered approved. Only after approval of the topic and committee is a candidate ready to begin the dissertation proposal process.

Stage 2: Proposal

Once the topic is selected and a committee has been formed, the candidate starts working with his or her chair to create a dissertation proposal. This process will vary depending on candidate, chair, and member preferences (See Table 3 for processes). This is an interactive process. Most often the candidate works closely with the chair to polish the proposal before it is sent to the rest of the committee for additional input. At other times, the proposal is created in a more dynamic and collaborative process with the whole committee. Approval of the dissertation proposal indicates that the topic and the procedures for investigating are methodologically appropriate as well as relevant to

educational leadership. The proposal must be approved by the committee and the Institutional Review Board (IRB) before data collection can begin.

Format and Content for the Proposal

Graduate written work must follow the latest edition of *Andrews University Standards for Written Work*. This is especially true of the proposal and the dissertation. The Leadership and Educational Leadership Department follows the APA style of scholarly writing (see latest edition of *Publication Manual of the American Psychological Association*). If there is a difference between APA and *Andrews University Standards for Written Work*, *AU Standards* must be followed. *AU Standards*, as well as other documents and forms related to the dissertation, are reviewed on our web page in more detail. In addition to explaining format and style rules, these documents explain procedures and policies that are important in the dissertation process.

Ultimately, the Dissertation Secretary is responsible for assuring conformity to the University's *Standards for Written Work*; the chair, department, school, and graduate division ensure compliance with other policies. When candidates first begin writing their proposal, they are encouraged to make a brief visit with the Dissertation Secretary or arrange a consultation via e-mail at proctorb@andrews.edu. This will alert candidates early on to policies and format issues they need to attend to.

While each dissertation proposal is unique, they all share some common elements. The items to include and the location of the items within sections may vary, but the following are normally included in a research proposal:

A. The Problem

  1. Introduction and background of the problem
  2. Statement of the problem
  3. Purpose of the study
  4. Research questions or objectives/hypotheses and sub-hypotheses
  5. Rationale for the study, including its relevance to educational leadership
  6. Theoretical/conceptual framework
  7. Significance/importance of the study
  8. Definition of terms
  9. Assumptions
  10. General methodology
  11. Limitations and/or delimitations of the study
  12. Summary
  13. Outline of the remainder of the proposal

B. Review of Literature

  A brief overview and description of representative literature related to the topic should be included. When appropriate, this overview of the proposed literature search should support the methodology used in the research. For certain types of research, such as statistical or clinical studies, this may require a brief description of procedures and instrumentation of previous studies. The committee may want to know the proposed search strategy to be used in the various databases, as well as the key words that will be used.

C. Methodology

  Research methods vary depending on the nature of the study. For example, historical, philosophical, and developmental studies each have their own unique requirements. The following is a list of the most common elements included in the methodology for education research:

  1. Description of the population and any sampling procedures used.

2. Identification of the independent, dependent, and classification variables and, sometimes, formulating a workable statement of the research hypotheses in null form to prepare for a research design permitting statistical inferences.
3. Instruments used, tests, measures, interview or observation schedules, scales and questionnaires including details of validity and reliability, or a design for instrument development, including procedures for showing validity and reliability.
4. Pilot studies.
5. Procedures:
   a. Field, classroom, or laboratory procedures
   b. Data collection and recording
   c. Null hypotheses, data processing, and data analysis

Types of Proposals

Two types of proposals are acceptable in the School of Education. Both types must review major elements of the A, B, and C content listed above. A proposal can be either of two types:

1. The proposal can follow the first-three-chapters model of a dissertation. This is the most common type used by candidates because it provides more detailed guidance to the data collection process. It also represents work that will have to be done for the dissertation and therefore encourages the candidate further along the dissertation completion process.
2. The proposal can be ten to fifteen pages long, covering this content in an overview style.

Proposal Procedures and Roles

During the proposal writing process, typically all drafts are submitted to the committee chair for evaluation and comment. After the chair has given approval, the draft may be shared with the other members of the committee. This is a very iterative process which also may involve feedback from members outside the committee (specialists, copy editors, etc.). Candidates are encouraged to utilize specialists, but should remember that final decisions are made by the chair and the committee.

Some candidates may find it necessary to engage a copy editor or avail themselves of the free writing tutors available at the Andrews University Writing Center. The copy editor or tutors may assist with grammar, syntax, and format; however, they are not to take responsibility for the content.

When both the committee chair and the members of the committee have evaluated the proposal, the candidate can request that the chair call the committee for formal consideration of the proposal. The candidate is strongly encouraged to listen to the advice of the chair as the committee should not be assembled prematurely for a proposal presentation.

Two weeks before the committee meets for the proposal presentation, the candidate sends the final corrected draft of the proposal to the committee chair and each of the committee members. The full committee shall meet with the candidate to discuss any relevant issues before approving the proposal. Approval may require an executive session of the committee for which the candidate is not present. If members of the committee or the candidate are not present on campus, the K-12 Educational Leadership Program usually requires an alternative format that facilitates a synchronous meeting of the committee with the candidate that allows actual dialogue with the candidate (e.g., by teleconference, video conference, Voxwire, Skype, etc.). The committee's acceptance of the proposal is indicated on the "Report of the Candidate's Dissertation Committee" form. All members of the committee, the department chair/coordinator, and the Graduate Programs Office sign this form, and a copy of the proposal is attached to this document.

IRB (Institutional Review Board) approval must be secured before the candidate can begin collecting data. In some cases, the chair may require IRB approval prior to the final approval of the proposal. In other instances, the approval is allowed to come after the proposal is accepted. In all cases, data cannot be collected without IRB approval. See the following website for forms and procedures: http://old.andrews.edu/GRAD/OSR/IRB/.

Stage 3: Data Collection

Once the proposal and IRB approval have occurred, candidates are then to follow their research design to secure and analyze data. While collecting data, candidates should continue to refine their proposal so that it matures into the first three chapters of their dissertation. During both the data collection process and the polishing process, candidates should keep in contact with their chair. This become especially important if data collection methods are not working as planned and modification to the research process may need to occur. Significant changes in research protocol must not only go through the committee but also IRB.

Candidates should not get discouraged during this phase of their dissertation as research is often fraught with setbacks, time delays, and detours. The committee will be ready to provide guidance and encouragement throughout this process. It is also suggested that candidates have a buddy system, coach, or other forms of support outside the University to provide ongoing support and wisdom.

Stage 4: Dissertation

Writing Completion Process

When coming to the end of the dissertation process, there will often be many drafts of the document that must be completed by the candidate. This is typical and should not be seen as overly demanding. Part of the document polish process will also include the Dissertation Secretary (which was reviewed earlier). Several crucial steps exist at the ending stages of the dissertation process that must be taken into consideration for both the written and oral presentation part. Given that each candidate and dissertation committee is faced with various time constraints and deadlines, and differ in nature and makeup, two tracks are possible:

> **Track One:** At least four weeks before pre-defense, the candidate submits a complete dissertation to the Dissertation Secretary, after which the candidate makes the required changes. The candidate then provides each of the committee members with the *new corrected* document for the pre-defense. If the required changes from the Dissertation Secretary were extensive, a corrected version must be submitted to the Dissertation Secretary for further review. At this point, no further major changes to the document are anticipated.

> **Track Two:** Occasionally, it is advisable for the candidate, because of time constraints, to submit the dissertation to the Dissertation Secretary on a chapter-by-chapter basis as the committee approves each chapter. This is especially true between the months of March and July when many candidates are preparing to defend. Ultimately, the document format needs to be approved by the Dissertation Secretary. When the dissertation *content*, *format*, and *style* have been approved by the committee and the Dissertation Secretary, then a final copy is given to the Dean of the School of Education who arranges for an external examiner to be secured and sent a copy of the dissertation. At this point, a dissertation defense date may be set.

Candidates who have registered for all 16 credits and are still working on the dissertation must register for EDAL888 (Dissertation Continuation) at least one semester out of three. Candidates who have not registered for all 16 dissertation credits may not register for EDAL888. Dissertation Continuation requires a semester fee. If U.S. government agencies or sponsors require a full course load to qualify for continued benefits, then the candidate must register for dissertation or dissertation continuation each semester. Academic Records may prepare a letter or statement concerning the full-time status.

Stage 5: Defense

Pre-Defense Meeting of the Dissertation Committee

Before finalizing the defense date, the committee meets and signs off the dissertation as "ready to defend," which means no further changes are anticipated. This is a crucial meeting. The meeting must convene no later than three weeks before the proposed defense date. If the committee votes that the

candidate is ready to defend, the chair confirms the requested defense date with the Secretary of the SED Graduate Programs by completing a "ready for defense" form. If the committee votes that the candidate is not ready to defend, another meeting will be rescheduled to assess the readiness for defense. The pre-defense meeting may occur more than twice until it is determined the candidate is ready to defend.

Oral Defense Process

The oral defense of the dissertation is an important part of the dissertation process. It is a way to test the candidate ability to defend the concepts and data of the dissertation and to give the candidate an opportunity to show an understanding of the larger context in which the dissertation lies. Candidates should see the schedule of graduation deadlines to avoid missing deadlines and postponing graduation. The School of Education reserves the right to schedule defenses according to time and faculty availability. It is advised that candidates defend their dissertation one semester prior to the semester they plan on graduating. If, however, it is necessary to defend the same semester as graduation, it is imperative that the candidate be familiar with the *Graduation Countdown Chart*. Contact the Graduate Programs Secretary for the most current copy.

The dissertation committee and external examiner compose the defense examining committee. The external examiner is chosen by the Dean of the School of Education in accordance with the policy of the Graduate School. The Dean usually consults with the chair in making such a selection. *Any expenses related to the defense examining committee will be the responsibility of the candidate.* Under no circumstance is the candidate to dialogue with the external examiner prior to defense. The Graduate Programs Office permits observers at the defense upon request.

Normally two and a half hours are scheduled for the oral defense. Committee members bring written questions based on their review and reading. As the examination progresses other questions usually emerge. The School of Education Dean or the Dean of Graduate Studies, or their appointee, will chair the defense, which usually consists of three rounds of questions. After questioning, the candidate and observers leave and the committee convenes in executive session. At the oral defense of the dissertation, the examining committee will determine the candidate ability to defend the dissertation document. The vote taken will be either (1) to approve the defense, (2) to approve with changes, (3) to reject the defense with the opportunity for another defense, or (4) to reject the defense with no further opportunity for defense. The vote is recorded on the appropriate form.

Following the defense and prior to publication, the dissertation is to be submitted in the form outlined in the *Standards for Written Work* to the Dissertation Secretary (see previous section on the role of the Dissertation Secretary in the written completion process). Candidates have two options:

> **Option 1:** The Dissertation Secretary arranges for duplicating with Andrews University LithoTech, and the candidate account is billed. At this point, the Dissertation Secretary submits the Notification of Thesis/Dissertation Completion form to the Records Office and the candidate's dissertation process is complete.

> **Option 2:** The candidate can personally arrange for the duplicating of their dissertation. Three unbound copies must be made to show to the Dissertation Secretary (and to receive a Completion form) and to deliver to the Library Director's office. An additional unbound copy must be given to the Dissertation Secretary to be processed for microfiching.

Dissertation Documents

The Educational Leadership web page contains a collection of documents and forms essential for the dissertation process. These are explained in Appendix E, page 82.

Other Program Issues

Moodle Online Course Software

Andrews University's Moodle portal offers students the opportunity to take web-based courses using an award-winning electronic learning (eLearning) program. Entire courses can be taken online using this course software. Candidates can view the CLASSLIST to see who else is enrolled in the course, and can communicate with them using a variety of embedded tools, including CONTENT, PAGING, CHATROOMS, and DISCUSSION BOARDS.

Candidates can view all the contents of the course, and will be expected to utilize the online quizzes and exams. Candidates will also be expected to use the DROPBOX to submit assignments and papers, and will be able to view their GRADES online. Candidates can log into their Moodle personal homepages, using their Andrews University usernames and passwords, from anywhere, at anytime, provided they meet the basic systems requirements.

System Requirements

- An internet connection (a LAN or cable modem is recommended)
- An e-mail account (*your Andrews University username@andrews.edu*)
- Internet browser must support JavaScript (it is recommended that Microsoft Internet Explorer 6 be used in order to ensure full functionality of all components)
- Cookies must be enabled to allow for an increased level of security
- Computer screen must be using a sufficiently-sized screen resolution and must meet the required level of color depth in order to view pages properly
- NOTE: Some additional software or hardware may be required depending on the course. Candidates will be notified of any additional course-specific requirements by the professor.

LiveText Online Course Software for Portfolio Creation and Assessment

LiveText is web-based software designed to manage documents and artifacts for candidates, faculty and administrators. It is useful for tracking candidate development and for assessment to improve program delivery. Basically, it is helpful for making all of us more productive. You will add content to your LiveText account all the way through the program, from your first self-assessment in LEAD630 to finalizing your portfolio. Your internship information will also be placed in LiveText. Most all of you will have a portfolio that will be appropriately presented and evaluated in LiveText.

One of the additional benefits of LiveText is that we as a department can aggregate your data with your other candidates to assess the strengths and weaknesses of not only individuals but for specific programs.

Additional information below will be in most of your course syllabi. It provides information about signing up for LiveText. You will buy it at the Andrews University Bookstore or online at http://www.livetext.com/purchasing/membership_student.html.

Your LiveText membership is valid for **the entire time you are enrolled in SED programs, plus an additional year from your date of graduation** (bachelor's degree through to doctoral programs).

Throughout the program, LiveText submission will be expected for assignments as clearly stated in each course syllabus.

LiveText System Requirements

- A high-speed internet connection (DSL/Cable/T1) is strongly recommended. 56k dial-up minimum.
- An e-mail account (your Andrews University username@andrews.edu).

- Internet browser must support JavaScript (it is recommended that Firefox, version 1.0 or greater [preferred browser] be used in order to ensure full functionality of all components).
- Cookies must be enabled to allow for an increased level of security.
- Computer screen must be using a sufficiently-sized screen resolution and must meet the required level of color depth in order to view pages properly.
- NOTE: Some additional software or hardware may be required depending on the course. Candidates will be notified of any additional course-specific requirements by the professor.

Note: Those in certification programs DO NOT need to use LiveText. However, it is to their advantage to have an online portfolio they can send to prospective or current employers for job placement or promotion. As such, we highly recommend candidates use this regardless of their degree status.

Time Limits

Educational Leadership degree programs have to be completed within the following time limits:

- **MA:** 6 years
- **EdS/EdD/PhD:** Course work and comprehensive examinations must be completed in 5 years. Dissertation must be completed at 7 years.

During their time in the program candidates have to enroll in one or more courses at least one semester out of three consecutive semesters. Each year candidates are evaluated in their progress during the annual review. This process is part of the accountability system embedded in the program. If a candidate runs out of time, as established by the above guidelines, he or she may apply for time extensions, which may be granted by the Graduate Programs Committee under certain circumstances. To avoid unnecessary delays and costs, it is recommended that candidates carefully consider with their advisor how to complete their program in a timely manner.

Finances

Loan Deferment

Loans are available through the Student Financial Services office. You may reach them by calling 800-253-2874. Enrollment is necessary to receive loan deferment or to fulfill loan status. Documentation for full-time status for any given semester in the Educational Leadership Program may be obtained in either of two ways:

1. **Registering for four or more credits.** (For most graduate loans, registering half-time for four credits will defer the loan. Check with your loan company and Student Financial Services to be sure). If a candidate registers for fewer than 4 credits, he or she may also register for EDAL650 (Program Continuation). After a candidate has registered for all dissertation and course credits, the candidate must register for EDAL888 (Dissertation Continuation) each term until graduation.

2. **Submitting a Full-time Status Request form.** To use this form, the candidate must register for LEAD899 Dissertation Credit, EDAL888 Dissertation Continuation, or EDAL650 Program Continuation and clock at least 24 hours a week or at least 360 hours per semester for each semester of loan deferment desired.

Forms are available from the Graduate Programs Office or the Leadership & Educational Leadership office. Based on the above and upon request, the Leadership & Educational Leadership office may submit a letter verifying full-time status to the Student Financial Services office.

IMPORTANT—**EDUCATIONAL ADMINISTRATION CONTINUATION**

Registering for EDAL650 Educational Administration Program Continuation for 0 credits indicates that the candidate is committed to working a minimum of 24 hours per week on program content to clear deferred grades (DGs) with advisor approval. If a candidate choses not to register for any credits for more than two consecutive semesters, he or she must register for EDAL650 or become inactive. The Student Financial Services office recognizes registration for EDAL650 as full-time status, and as a condition for deferring repayment of academic loans.

Fees

Costs per credit for master's and doctoral coursework are determined by Andrews University and published in the official *Andrews University Bulletin* each year. Further categories of miscellaneous charges, such as the general fee charged to all candidates each semester, are also found in the current Bulletin. However, because candidates are located off campus, their fees will be labeled an "online delivery fee." (Refer to the current *Andrews University Bulletin* for credit costs.)

Additionally, the Educational Leadership program generates specific costs, which may include items such as:

- Summer travel, room, and board
- Equipment costs (i.e. computer, phone lines, software)
- Books, supplies, and duplicating (books average $100 per course)
- Program or Dissertation Continuation fee
- Faculty travel to dissertation defense or portfolio presentation

Sponsorship

When sponsored, candidates must work closely with their assigned Student Financial Services Advisor to ensure all sponsorship requirements are met.

Residency Requirements for the EdS, EdD, and PhD

Residency requirements may be fulfilled by complying with the following by the end of the candidate fourth semester in the program:

- Have an approved course plan
- Register for a minimum of 12 credits including LEAD630 Introduction to Leadership and EDAL520 Foundations of Educational Leadership.
- Be on regular admission status
- Begin participation in the mentored internship program

Advancement to Degree Candidacy

Advancement to Degree Candidacy. An applicant for Advancement to Degree Candindacy form is filled after the candidate
- Applies for the comprehensive evaluation
- Completes all course requirements or registers for them
- Removes all curriculum deficiencies
- Removes any language deficiency.

The candidate is advanced to degree candidacy when the comprehensive evaluation is passed.

Standards of Scholarship

Course Plan and Portfolio

The candidate must satisfactorily fulfill the credits outlined in the approved Course Plan and complete their comprehensive evaluation.

APA Standards

All written work must conform to APA standards and *AU Standards for Written Work*. (version 12 from 2008 now applies, but new versions are released about ever 4-6 years). See Student Resources on this website: http://www.andrews.edu/grad/resources/style.html*.*

Grade-Point Average

To remain in the program, the candidate must maintain an overall grade-point average of 3.30. No grade of D or F may count toward a degree. If the candidate repeats a course, both grades affect the grade-point average. After acceptance into the doctoral program, earning more than three grades below a B, including any grades of *Unsatisfactory*, may result in suspended enrollment.

Annual Evaluation

An annual evaluation takes place every spring for all candidates. At this time, Educational Leadership faculty determine each candidate progress in the program. Any concerns are brought to the attention of the candidate at that time.

Transfer of Credits

Transfer Credits to an MA

Graduate credits taken at another accredited/recognized institution fewer than six calendar years before the expected graduation year may be transferred and applied toward a master's degree. An MA candidate can transfer in 6 out of the 32 credits if those credits have grades of B (3.0) or above. The Andrews University credits taken toward the Master's degree constitute at least 80% of the requirements for the degree.

Transfer Credits to an EdS

EdS candidates must take a minimum of 24 credits from Andrews University toward the total required 64 credits. The remaining credits may be transferred to Andrews University. To qualify, credits must be from an accredited university and grades must be B (3.0) or higher.

Transfer Credits to an EdD or PhD

Up to 42 qualifying graduate semester credits will count towards the total 90 credits and may be transferred into the Educational Leadership doctoral program. To qualify, credits must be from an accredited university and grades must be B (3.0) or higher.

Credits earned *before* acceptance into the doctoral program: In order to request that qualifying graduate credits be transferred, the candidate must submit a Transfer Petition Request to the Graduate Programs office. Staff at the Educational Leadership Program office will automatically fill out this form from available admission transcripts. It is the candidate responsibility, however, to provide official transcripts that come directly from the institution to Andrews University, and to check with the Educational Leadership program office to confirm that all intended transfer credits are included.

Credits earned *after* acceptance into the doctoral program: Candidates who wish to obtain transfer credit from another university after acceptance into the Educational Leadership doctoral program must petition for the approval of such credits *before* taking the courses intended to be transferred. To do so, the candidate must provide a copy of the description of the course (a course outline is helpful), and submit it with a Graduate Petition Form to his or her advisor for approval. (Forms may be found on the Graduate Studies web page, http://www.andrews.edu/grad/documents/gradpetition.pdf These credits must be included as part of the 42 semester transfer credits. They may not count as part of the required 32 non-dissertation credits.

Transfer of Degree Programs

From One Doctoral Degree to Another within a Given Program

To transfer between EdD and PhD degrees within the same program, the candidate may submit a petition to the Graduate Educational Programs Committee prior to the topic approval of the dissertation. The course plan must be adjusted accordingly and the original schedule for completing the program must be maintained, that is, transferring from one program to another does not allow more time for the program's completion (See section on Time Limitations).

Between Programs

To transfer from another doctoral program to Educational Leadership, the candidate must submit a new application to Educational Leadership faculty and to the Graduate Educational Programs Committee.

Bulletin Requirements and Responsibility

The *Andrews University Bulletin* covers general questions about academic policies, and each candidate is responsible for becoming familiar with regulations governing such matters. Although the policies of the *Bulletin* carry the weight of faculty action, practice, and precedent, special circumstances occasionally may suggest an exception. The petition process handles such circumstances through the office of the Director of Graduate Programs.
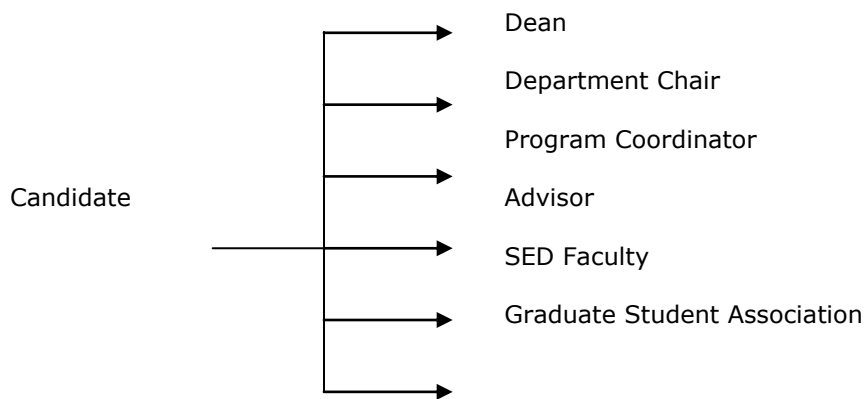
Candidates may choose to meet the requirements of any *Bulletin* published after acceptance into the doctoral program, as long as they maintain active status (see Inactive Status). A break in enrollment may result in being placed on inactive status. In order to reactivate, the requirements must be met as listed in the *Bulletin* in effect when re-enrollment resumes.

Services for Candidates with Disabilities

The Educational Leadership Program, as part of Andrews University, accepts and appreciates diversity in its candidates, including candidates with disabilities. Accordingly, qualified candidates are encouraged to inform the University and the Educational Leadership office of their disability and enter into a dialogue regarding ways in which the program might reasonably accommodate them.

Candidate Appeal Process

Candidates who find themselves in conflict with or questioning any practice, decision, and/or policy that, in their minds, impacts upon them adversely, may discuss the matter with responsible School of Education personnel in an attempt to have the situation considered, improved, or settled. The nature of the conflict will, in part, determine the procedure to follow. Fundamental to any procedure, however, is the basic commitment to Christian principles.

Candidate →
- Dean
- Department Chair
- Program Coordinator
- Advisor
- SED Faculty
- Graduate Student Association

Conflict with Policy in General

When a question arises in regards to an established policy, candidates may discuss it with their advisor, department chair, program coordinator, the Dean, and/or any faculty member; or direct the question to the Graduate Student Association for general discussion by other candidates.

Conflict with Policy in Particular

When candidates feel adversely affected by established policy, they should discuss it first with the advisor. This may result in petitioning to waive the policy in this particular case.

Candidate → Advisor → Program Coordinator → Dept Chair → Dean

If the Candidate cannot get the advisor to support the petition, it should be discussed next with the program coordinator, and if necessary, with department chair. At this point, a petition may be filed seeking a waiver or the chair may intervene by bringing the matter to the Dean's Administrative Council (DAC).

Candidate → Program Coordinator → Petition → Dept Chair → Dean

OR

Candidate → Dept Chair → DAC → Appropriate resource

Or, if neither of the above protocols brings satisfactory resolution to the problem, the matter may be brought to the Dean of the School of Education. If the Dean cannot settle the situation, the matter may be referred to the School of Education Graduate and Undergraduate Academic Policies and Curricula Committee (AP&CC).

Candidate → Dean

OR

Candidate → Dean → AP & CC

If the problem still does not have a resolution, the matter may be discussed with the Provost.

Candidate → Provost (Final Appeal)

Conflict with a Faculty Member over a Practice

If conflict arises between a candidate and a faculty member, the ideal protocol from a Christian perspective is that resolution be sought first with the faculty member.

Candidate → Faculty Member

When candidates feel that the procedure may, in itself, affect them adversely, they should contact their advisor who may then mediate on their behalf.

Candidate → Advisor → Program Coordinator → Dept Chair → Faculty Member

If candidates consider either of the above procedures counterproductive, they may bring their grievance directly to the Dean of the School of Education.

Candidate → Dean → Faculty Member

In those rare instances when a candidate considers all of the above procedures to be intimidating or it fails to bring relief, the problem may be brought to the Provost.

Candidate → Provost → Appropriate Personnel

In those extreme instances when none of the above procedures bring satisfactory resolution to the problem, the candidate then has the right to bring the matter to the President of the University. The president's decision is final in this type of conflict.

Candidate → President

Graduation

Applications for Graduation

It is the responsibility of the candidate to obtain and file an "Application for Graduation" request with the Records Office. For May graduation, the application should be filed in mid-January. For August graduation, the application should be filed in mid-May. (See the current *Bulletin* or the *Academic Calendar* for specific dates).

Graduate forms can be found online at:
http://www.andrews.edu/sed/resources/student/doctoral_forms.html

Completion of Program Requirements

Candidates planning to graduate must complete all program requirements (check with the Secretary of Graduate Programs) and receive financial clearance from Student Financial Services, one week before commencement.

Graduation Gown

There are several options to choose from:

- The regular black one-tripper gown can be purchased at the Bookstore. This gown is made of a sheer/flimsy material with a black mortarboard hat. The tassel is yellow.
- Special order the custom-made doctoral regalia (made just for Andrews University) for about $1000 by calling the Records Office. This must be done three to four months before graduation to insure delivery by graduation. This gown is dark blue with gold and an 8-sided velvet tam with admiral blue head band.
- The School of Education has a few gowns to rent. Check with the Secretary of Graduate Programs as soon as possible because the gowns are available on a first come, first served basis.
- Borrow a gown from a previous Andrews University graduate.

Announcements/Name Cards

Announcements and name cards may be purchased through the Andrews University Bookstore. Personalized and generic announcements are available. For more information, call 269-471-3287 or 800-385-2001.

Graduation Lodging

Anyone needing to arrange lodging should call 269-471-3295 to reserve a room on campus. Space is limited so housing arrangements need to be made as soon as possible.

Graduation Schedule

Graduation is a full weekend event. Rehearsal is Thursday evening, and there are ceremonies on Friday evening, Saturday morning, and Sunday morning.

Conferral of Degree

Degrees are awarded after candidates complete all degree requirements. There are two commencement services each year, scheduled for May and August. Degree conferral without the graduation ceremony is available in December.

Graduation in Absentia

Candidates may graduate in absentia by indicating their request to the Records Office.

Appendices

Appendix A:

Self-Assessment Instrument (SAI) for K-12 Educational Administrators

This is not a complete copy of this instrument. Full document is available in LiveText, EDAL680 & LEAD886

WHAT IS THIS (SAI) FOR? This SAI is designed to help students assess the level of their understanding in several areas related to administrative functioning in K-12 School systems in accordance with the standards set for by the Interstate School Leaders Licensure Consortium (ISLLC), Educational Leadership Constituent Council (ELCC), and the SDA Church. The six ISLLC and ELCC Standards are addressed as well as the Technology Standards for School Administrators (TSSA) as a seventh Standard. An eighth Standard insures that candidates are provided opportunities to develop a personal worldview. A ninth Standard insures that candidates are provided opportunities to understand and apply research and evaluation for effective decision making. The SAI allows for a pre-assessment by the participant at the beginning of the program and a follow-up post-assessment by the participant at the end of the program.

INSTRUCTIONS FOR COMPLETING THE SAI at the beginning of your program - When you begin your program complete the Pre-Test column of this assessment form. Use the PRE-test column and enter the numbers (1-5) to identify your response to the following statements:

1 - I can't do and/or don't know anything about this at all.
2 - I can't do and/or don't know much about this at all.
3 - I know about and/or can do this at a satisfactory, beginning level.
4 - I know about and/or can do this at an adequate, proficient level.
5 - I know about and/or can do this at a expert distinguished level.
Please do not spend too much time with this activity. Go with you first impression.

INSTRUCTIONS FOR COMPLETING THE SAI at the end of your program - When you near the end of your program, complete the Post-Test column of this assessment form. Use the Post-Test column and enter the numbers (1-5) to identify your response to the following statements:

STANDARDS	ELEMENTS	INDICATORS	Pre Test		Post Test		
STANDARD 1—Vision as an Essential of Leadership Development: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.							
	ELEMENT 1.1 Develop a School Vision of Learning						
		a) I develop a vision of learning for a school that promotes the success of all students.					
		b) I base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.					

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Appendix B:

360° Candidate Assessment by Others (360° CABO)

This is not a complete copy of this instrument. Full document is available in LiveText, EDAL680 & LEAD886

360° Candidate Assessment by Others (360° CABO)				
	For			
	K-12 Educational Administrators			
WHAT IS THIS (360° CABO) FOR? This is not a recommendation form on the merit or expertise of the person, but an assessment of your perspective of the knowledge, and/or beliefs behind the words and/or actions of the person. The PAF is designed to help participants obtain an assessment from a peer, a superior, and a subordinate, regarding the level of their understanding in several areas related to administrative functioning in K-12 School systems in accordance with the Standards set forth by the Interstate School Leaders Licensure Consortium (ISLLC), the Educational Leadership Constituent Council (ELCC), and the SDA Church. The six ISLLC and ELCC Standards are addressed as well as the Technology Standards for School Administrators (TSSA) as a seventh Standard. An eighth Standard insures that candidates are provided opportunities to develop a personal worldview. A ninth Standard insures that candidates are provided opportunities to understand and apply research and evaluation for effective decision making.				
INSTRUCTIONS FOR COMPLETING THE 360 CABO: Please complete this assessment as accurately and honestly as possible. There are no good or bad, right or wrong answers, just your perceptions. Please respond to the statements in the PAF using the following numbers to identify your perception of the participant's knowledge and ability regarding each statement. 0 - I have no knowledge or opinion about the participant's knowledge or ability regarding this. 1 - The participant can't do and/or doesn't know anything about this at all. 2 - The participant can't do and/or doesn't know much about this at all. 3 - The participant knows about and/or can do this at a satisfactory, beginning level. 4 - The participant knows about and/or can do this at an adequate, proficient level. 5 - The participant knows about and/or can do this at a expert distinguished level. Write the number that best indicates your response in the box in the Pre Test column of the PAF. Please do not spend too much time with this activity. Go with you first impression. On behalf of the participant, thank you for your time and effort!				
STANDARDS	ELEMENTS	INDICATORS	Pre Test	
STANDARD 1—Vision as an Essential of Leadership Development: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.				

Appendix C: Educational Leadership Curriculum Map

The following curriculum map shows how course assignments and courses are mapped to program standards and elements.

ELCC STANDARDS
Curriculum Map from Elements/Indicators to Program Artifacts and Courses

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Elements	Course Artifact	Indicators
1.1 Develop School District Vision	EDFN500 – Written critics. EDAL520—School Vision of Learning Audit EDAL565 – Graded Activity GA #1. Topical Discussions Based on Reading GA#2. Textbooks Reading Summary Reflection GA#3. Frame of Reference GA#4. R & F of DIV. DYN EDAL664 & 665 Graded Activities GA#2. SRDEL LEAD675 Portfolio Artifact EDAL680 Artifact	a. Develop a school/district vision b. Base vision on relevant theory
1.2 Articulate Vision	EDFN500 – Written critics. EDAL520—School Vision of Learning Audit EDAL565 – Graded Activity GA #1. Topical Discussions Based on Reading GA#2. Textbooks Reading Summary Reflection GA#3. Frame of Reference GA#4. R & F of DIV. DYN EDAL664 & 665 Graded Activities GA#2. SRDEL LEAD675 Portfolio Artifact EDAL680 Artifact	a. Articulate components of vision b. Use data-based research strategies to inform vision c. Communicate school/district vision
1.3 Implement Vision	EDFN500 – Written critics. EDAL520—School Vision of Learning Audit EDAL565 – Graded Activity GA #1. Topical Discussions Based on Reading GA#2. Textbooks Reading Summary Reflection GA#3. Frame of Reference GA#4. R & F of DIV. DYN EDAL664 & 665 Graded Activities GA#2. SRDEL LEAD675 - Portfolio Artifact EDAL680 - Artifact	a. Formulate initiatives to motivate staff, students, and families b. Plans for implementation of school/district vision
1.4 Steward Vision	EDFN500 – Written critics. EDAL520—School Vision of Learning Audit EDAL565 – Graded Activity GA #1. Topical Discussions Based on Reading GA#2. Textbooks Reading Summary Reflection GA#3. Frame of Reference GA#4. R & F of DIV. DYN EDAL 664 & 665 Graded Activities	a. Understanding role of effective communication skills to build shared commitment b. Design system for using data-based research strategies c. Assume stewardship of school/district vision

	GA#2. SRDEL LEAD 675 Portfolio Artifact EDAL 680 Artifact	
1.5 Promote Community Involvement	EDFN500 – Written critics. EDAL520—School Vision of Learning Audit EDAL565 – Graded Activity GA #1. Topical Discussions Based on Reading GA#2. Textbooks Reading Summary Reflection GA#3. Frame of Reference GA#4. R & F of DIV. DYN EDAL664 & 665 - Graded Activities GA#2. SRDEL LEAD675 - Portfolio Artifact EDAL680 - Artifact LEAD525—School Community Analysis Paper	a. Involve community members in realization of vision
		b. Communicate effectively with all stakeholders in implementation

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Elements	Course Artifact	Indicators
2.1 Promote Positive School Culture	EDCI547 – critique of curriculum document and personal critic of curriculum issues, and Reading and Reading Reflections EDAL570 - Graded Activity # 1 RDES (Discussions regarding positive culture values and treatment of people	a. Assess school culture using multiple methods and strategies
2.2 Provide Effective Instructional Program	EDCI547 - critique of curriculum document and personal critic of curriculum issues, and Reading and Reading Reflections (b). EDAL635 – reflection paper. EDCI547 – Technology and curriculum analysis assignment (c). EDAL570 GA #2 Textbook Discussions EDAL570 GA #3 EDAL570 GA #5 Test on Supervision Terminology	a.Apply principles of effective instruction to improve instructional practices.
		b.Design curriculum to accommodate diverse learner needs.
		c.Use technology to enrich curriculum and instruction.
2.3 Apply Best Practice to student Learning	EDAL 570 GA #4 Supervisory materials compared and contrasted EDAL 570 Graded Activity # 12Case Study Presentation and Evaluation	a. Assist school personnel to apply best practices for student learning.
		b. Apply human development, learning, and motivational theories to learning process.
		c. Use appropriate research strategies to promote environment for improved student achievement.
2.4 Design Comprehensive Professional Growth Plans	EDAL500—Educational Leadership Self-Reflection EDFN500 – Rubric for synthesis paper. EDAL570 GA #6 The Profile EDAL570 GA #7 The Observation Tools EDAL570 GA #8 The Pre-Ob-Conf. EDAL570 GA #9 The Observation EDAL570 GA #10 Post Ob. Conf. EDAL570 GA #11 Prof. Development	a. Implement well-planned professional development programs
		b. Use observation, collaborative reflection, adult learning strategies to form professional growth plans with teachers and school personnel
		c. Develop and implement personal professional growth plans that reflect a commitment to life-long learning

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization,

operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Elements	Course Artifact	Indicators
3.1 Manage the Organization	EDAL635 – interview of school HR person. EDAL645 – article critique. EDAL645 – school budget. EDAL645 – reflection paper. EDAL664, 665 GA #1 Text sum. ref. EDAL664, 665 GA #3 Entry planner EDAL664, 665 GA #8 Final Test	a. Optimize the learning environment by applying appropriate models of organizational management
		b. Develop plans of action for focusing on effective organization and management of fiscal, human, and material resources
		c. Manage time effectively and deploy financial and human resources in ways to promote student achievement.
3.2 Manage Operations	EDAL645 – school budget. EDAL645 – reflection paper. EDAL664, 665 GA #3 Entry planner EDAL664, 665 GA #8 Final Test	a. Involve staff in conducting operations and setting priorities using needs assessment, research-based date, and group process skills to build consensus.
		b. Develop communications plans for staff to develop family and community collaboration skills.
		c. Understand how to apply legal principles.
3.3 Manage Resources	EDAL670 – Major technology funding plan (c). EDAL635 – critique of a peer review journal article. EDAL635 – reflection paper. EDAL645 – school budget. EDAL645 – reflection paper. EDAL664, 665 GA #3 Entry planner EDAL664, 665 GA #8 Final Test	a. Use problem-solving skills and knowledge of strategic long-range and operational planning in use of fiscal, human, and material resource allocation.
		b. Creatively seek new resources to facilitate learning.
		c. Apply and assess current technology for school management, business procedures, and scheduling.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Elements	Course Artifact	Indicators
4.1 Collaborate with Families and the Community	EDAL664, 665 GA #3 Entry planner LEAD525—School Community Analysis Paper	a. Bring together family and community resources to positively affect student learning
		b. Involve families in the education of their children
		c. Use public information and research-based knowledge to collaborate with families and the community
		d. Create frameworks for school, family, business, community, government, and higher education partnerships using community-relations models
		e. Develop various methods of outreach aimed at business, religious, political, and service organizations
		f. Involve families and other stakeholders in school decision-making processes
		g. Demonstrate the ability to collaborate with community agencies to integrate health social,

		and other services
		h. Develop a comprehensive program of community relations and demonstrate ability to work with the media
4.2 Respond to Community Interests and Needs	EDAL 664, 665 GA #6 Principal and report EDAL 664, 665 GA #7 Board meeting visit and report LEAD525—School Community Analysis Paper	a. Demonstrate active involvement within the community including persons with conflicting perspectives
		b. Use appropriate assessment strategies and research methods to accommodate diverse school and community conditions
		c. Provide leadership to programs serving students with special and exceptional needs
		d. Capitalize on the diversity of the school community to improve school programs and meet diverse student needs
4.3 Mobilize Community Resources	EDAL 664, 665 GA #1 Textbook Chapter Summary and reflection LEAD525—School Community Analysis Paper	a. Use community resources including youth services to support student achievement, solve problems, and achieve school goals
		b. Use school resources and social service agencies to serve the community
		c. Demonstrate ways to use public resources and funds appropriately to encourage communities to provide new resources to address student problems

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Elements	Course Artifact	Indicators
5.1 Acts with Integrity	EDAL560 – personnel case study. EDFN500 – synthesis paper, rubric, final exam and class exercise. EDAL645 – interview.	a. Demonstrate a respect for the rights of others with regard to confidentiality, dignity, and engage in honest communications.
5.2 Acts Fairly	EDFN500 – synthesis paper, rubric, final exam and class exercise.	a. Combine impartiality, sensitivity to student diversity, and ethical considerations in interactions with others.
5.3 Acts Ethically	EDAL560 – exams. EDAL670 – 2 major reading assignments. EDFN500 – Synthesis paper, class exercises, final exam and rubric.	a. Makes and explain decisions based on ethical and legal principles.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Elements	Course Artifact	Indicators
6.1 Understand the Larger Context	EDAL560-case analysis, exams and discussions. EDFN500 – Rubric and class exercises synthesis paper (f). EDCI547 – Personal critique of curriculum issues (a). EDAL635 – interview with school HR person. EDAL645 – school budget. LEAD525—School Community Analysis Paper	a. Act as informed consumers of educational theory and concepts and apply appropriate research methods to a school context
		b. Explain how legal and political systems and institutional framework of schools shape a school and community
		c. Analyze the complex causes of poverty and their effects on families, communities, children, and learning
		d. Understand school policies, laws, and regulations enacted by local, state, and federal authorities
		e. Describe the economic factors shaping a local community and economic factors affecting schools
		f. Analyze and describe the cultural diversity in a school community
		g. Describe community norms and values and how they relate to the role of the school in promoting social justice
		h. Explain various theories of change and conflict resolution
6.2 Respond to the Larger Context	EDAL664, 665 GA #6 Shadow Principal EDAL664, 665 GA #7 School Board meeting attendance LEAD525—School Community Analysis Paper	a. Communicate with members of a school community concerning trends, issues, and potential changes in the school environment and maintain ongoing dialogues with diverse community groups
6.3 Influence the Larger Context	EDCI547 – Personal critique of curriculum issues and Reading and Reading Reflections. LEAD525—School Community Analysis Paper	a. Engage students, parents, and the community in advocating the adoption of improved policies and laws
		b. Apply understanding of larger context to develop activities and policies that benefit students and their families
		c. Advocate for policies and programs that promote equitable learning opportunities and success for all students

Standard 7.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by comprehensively applying technology to advance student achievement

Elements	Course Artifact	Indicators
7.1 Technology Leaders and Vision	EDAL670 – reading assign 2&3 (a) and outline technology (b).	a. Inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.
		b. Assess technology software and identify concerns, and make recommendations for improvement.
7.2 Teaching and Learning	EDAL670 – assignment staff development plan 1 of 3 major assignments. EDFN500 – online discussions.	a. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning

		and teaching.
7.3 Productivity and Professional Practice	EDAL670 – assignment staff development plan 1 of 3 major assignments	a. Apply technology to enhance staff professional practice and to increase their productivity and that of others.
7.4 Support, Management and Operations	EDAL670 – major technology plan by each student. Development of a technology funding plan. Major Assignment.	a. Ensure the integration of technology to support productive systems for learning and administration.
7.5 Assessment and Evaluation	EDAL670 – assignment staff development plan 1 of 3 major assignments EDCI545 – Assign #2 – Ten page paper on "My personal approach/philosophy of Assessment and Evaluation of Student Learning completed at mastery level.	a. Use technology to plan and implement comprehensive systems of effective assessment and evaluation.
7.6 Technology, Social, Legal and Ethical Issues	EDAL670 - 2 major reading assignments.	a. Use technology in a socially acceptable, legal and ethical manner.

Standard 8.0: Candidates who complete the program are educational leaders who promotes the success of all students by appreciating the perspectives of others and developing a personal and school philosophy from which action and service arise.

Elements	Course Artifact	Indicators
8.1 Worldview, History and Major Strands	EDFN500 – Class exercise – Moodle discussion board, presentations, tests, 2 book reviews and written critics. EDAL565 – Graded A#1 Topical discussions on Worldview readings EDAL565 – GA#2 Textbook reading summary reflection EDAL565 – GA#3 Worldview paper EDAL565 – GA#4 Role and function of DIV. DYNA	a. Understand the values and practices of major worldviews. b. Understand the history of major worldviews.
8.2 Personal Worldview	EDFN500 – Moodle discussions, synthesis paper & rubric. EDAL565 – Graded A#1 Topical discussions on Worldview readings EDAL565 – GA#2 Textbook reading summary reflection EDAL565 – GA#3 Worldview paper EDAL565 – GA#4 Role and function of DIV. DYNA	a. Have identified my worldview b. Articulate my worldview c. Compare and contrast my worldview with other major worldviews
8.3 Worldview and its Influence in Schools	EDAL500—Educational Leadership Self-Reflection EDFN500 – Synthesis paper & rubric elements for the paper. EDAL565 – Graded A#1 Topical discussions on Worldview readings EDAL565 – GA#2 Textbook reading summary reflection EDAL565 – GA#3 Worldview paper EDAL565 – GA#4 Role and function of DIV. DYNA	a. Integrate my worldview into my educational administrative philosophy and practice. b. Apply the school's worldview to its mission and vision c. Apply the school's worldview to everyday decisions of the school.

Standard 9.0: Candidates who complete the program are educational leaders who promote the success of all students by comprehensively applying research and evaluation as the basis for effective decision making.

Elements	Course Artifact	Indicators
9.1 Research Methodologies	EDAL635 – critique of a peer review journal article. EDAL635 – research paper. EDAL645 – research paper. EDRM505 – Search and summarize 15 articles for the literature review. EDRM505 – Module 9, Quasi experimental design – describe the research design.	a. Understand major research methodologies b. Understand the process and logic of scientific inquiry
9.2 Conducting Research	LEAD525—School Community Analysis Paper EDRM505 – Module 3, write a research question and hypothesis. EDRM505 – Module 6, Write a literature review. EDRM505 – Module 7, Write a statement of the problem. EDRM505 – Define variables – survey research EDRM505 – Module 9, Quasi experimental design – describe the research design. EDRM505 – Module 11, Characteristics of Qualitative Research, write research and null hypotheses. EDRM505 – Module 12, Know the steps that are taken to analyze qualitative research that affect design. Describe data analysis procedures.	a. Conduct literature reviews (using appropriate databases and search criteria and effective management tools) b. Understand how to select appropriate research design c. Conduct data collection and analysis
9.3 Evaluating Research	EDAL635 – critique of a peer review journal article. EDAL645 – research paper. EDAL635 – research paper. EDRM505 – Module 6, Write a literature review. EDRM505 – Module 2 Report two articles reading the problem, significance, theoretical framework, methodology, findings, and conclusion. EDRM505 – Module 9, Quasi experimental design – describe the research design. EDRM505 – Module 11, Characteristics of Qualitative Research, write research and null hypotheses	a. Critique the adequacy of research reports
9.4 Reporting Research	LEAD525—School Community Analysis Paper EDRM505 – Define variables – survey research. EDRM505 –Logic of inferential statistics – Describe the instrumentation.	a. Adequately communicate research findings b. Relate research to the body of knowledge in administration

Standard X.0: Internship: Candidates who complete the program are educational leaders who complete an internship that provides significant opportunities for the candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-9 through substantial, sustained, Standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. (EDAL680 Internship, fulfills the requirements of this standard)

Elements	Indicators
X.1 Substantial	Work on projects that are targeted by intern and school needs assessment
X.2 Sustained	250 Hours minimum logged including a record of what was done
X.3 Standards and Elements Based	Targeted projects of X.1 are grounded in the 9 Standards and 39 elements
X.4 Real Settings	Internships are experienced in real settings (schools, or educational institutions) with mentors
X.5 Planned and guided by institution (University) and district personnel	Interns are mentored by district or school personnel by an institutional (University) internship coordinator, and a faculty of record
X.6 Graduate Credit	A minimum of 3 graduate credits (EDAL 680) are required of each candidate

Appendix D: Four-Year Course Schedules

Leadership & Educational Leadership 4-Year Schedule

2011-2014

Department of Leadership 4-Year Course Schedule

Instr	Course #	Course Title	Cr	2010 - 2011			2011 - 2012			2012 - 2013			2013 - 2014		
				Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp
Staff	EDAL500	Administration Orientation	1-2	F			F			F			F		
Staff	EDAL520	Foundations of Ed. Leadership	2-3	D				D				Sp→D			
Furst	EDAL560	K–12 Law	3				D				D				D
Gif	EDAL565	Leadership for SDA Education	1-2				D				D				D
Gif	EDAL570	Principles of Ed. Supervision	2-3			D				D				D	
Gon	EDAL635	Human Resources Admin.	2-3		D				D				D		
Staff	EDAL640	Higher Education Law	3			D						D			
Gon	EDAL645	K-12 Ed Finance	2-3			D				D				D	
Staff	EDAL650	Ed. Admin. Prog Cont. (MA)	0	D	D	D	D	D	D	D	D	D	D	D	D
Jef	EDAL655	Higher Education Finance & Tech	3		D						D				
Gif	EDAL664/665	Elem./Sec. School Leadership	2-3		D						D				
Mar	EDAL667	Leadership in Higher Education	3	??	D						D				
Jef	EDAL670	Technology for Leaders	3	D				D				D			
Mar	EDAL674	Admin of Student Services	3					D						D	
Mar	EDAL675	College Student Develop Theory	3			D						D			
Mar	EDAL676	Admin of Academic Services	3						D						D
Cov/Gif	EDAL680	Admin. Internship or Fieldwork	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDAL750	Educ Admin Program Cont (EdS & Doc.)	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDAL785	Comp. Exam. Prep. (EdS & Doc.)	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDAL888	Dissertation Cont.	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDUC560	Degree Reactivation	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDUC870	Doctoral Comp. Exam	0	D	D	D	D	D	D	D	D	D	D	D	D
Fer	LEAD101	Leadership 1-Intro to Ldrshp (Undergrad only)	2												
Fer	LEAD102	Leadership II-Ldrship Portfolio (Undergrad only)	1												
Fer	LEAD301	Leadership & Mentoring (Undergrad only)	2												
Fer	LEAD496	Leadership Capstone (Undergrad only)	1												
Staff	LEAD499	Independent Study: Topic)____ (Undergrad only)	1-3												
Cov	LEAD525	Pub. Relations: Com. Partnerships	2-3			D				D				D	
DeO	LEAD535	Principles of Academic Writing	1-3		D	D		D	D		D	D		D	D
Staff	LEAD600	Annual Conference	0	F			F			F			F		

Department of Leadership 4-Year Course Schedule

Instr	Course #	Course Title	Cr	2010 - 2011			2011 - 2012			2012 - 2013			2013 - 2014		
				Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp
Staff	LEAD630	Leadership Orientation	4	F			F			F			F		
Staff	LEAD635	Leadership & Learn Plan - LLP	4	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD636	Issues in Lead Foundations	2-3			D		D			D				D
Cov	LEAD637	Issues in Research	2-3		D			D			D			D	
Bau	LEAD638	Issues in Leadership Theory	2-3					D			D			D	
Cov	LEAD645	Ethical Leadership	1-3				D				D				D
Staff	LEAD648	Workshop Topic	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD650	Leadership Program Continuation	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD675	Portfolio Development: Topic _____	1-3	D	D	D	D	D	D	D	D	D	D	D	D
Bau	LEAD689/789	Diversity, Culture & Leadership								D					
Staff	LEAD690	Independent Study: (Topic)_____	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD698	MA Research Project	3	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD756	Advanced Studies: (Topic)_____	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD775	Adv. Portfolio Development: (Topic)	1-3	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD789	Advanced Seminar: (Topic)_____	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD880	Dissertation Prop Development.	2			D		D			D				D
Staff	LEAD 886	Advanced Internship: (Topic)_____	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD 888	Dissertation Continuation	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD 899	Doctoral Dissertation	1-14	D	D	D	D	D	D	D	D	D	D	D	D
Instr	Course #	Course Title	Cr	Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp
Staff	EDCI545	Assessment Eval and Learning	3	??											
Staff	EDCI547	Foundations of Curriculum Studies	3		D				D				D(2-3)		
Staff	EDCI565	Improving Instruction	3				F(3)			F(3)				FD	
Staff	EDCI606	Teaching in High Ed	3	F(3)			F(3)						F(3)		
Staff	EDCI636	Program Evaluation	3		D				D				D(2-3)		
Staff	EDFN500	Phil Found in Ed & Psychology	2-3	F 2	F	D				F(2)	F	D	F(2)	F	D
Staff	EDFN688	Integration of Faith and Learning	1-2	F		D				F		D	F		D
Staff	EDPC514	Psychology of Learning	2-3	F	F		F	F		F	F		F	F	
Staff	EDPC520	Psychological Dev- The Life Span	2-3			F	F		F			F	F		F

				2010 - 2011			2011 - 2012			2012 - 2013			2013 - 2014		
		Department of Leadership 4-Year Course Schedule													
Staff	EDPC525	Psych and Ed of Exceptional Children	2-3	F		F	F		F	F		F	F		F
Staff	EDRM505	Research Meth Stat Ed Psych I	3	F		F	F		D	F		F	F		D
Staff	EDRM605	Qualitative Research Methods	3	F	D		F	D		F	D			D	
Staff	EDRM611	Research Meth Stat Ed Psych II	3	F1	F		F	F		F(1)	F		F	D	
Staff	EDRM710	Seminar in Research Methodology	1		F			F			F			F	
Staff	EDRM712	Research Methods & Stats in Education and Psychology III	3	F		F				F		F			
Staff	EDRM713	Research Methods & Stats in Education and Psychology IV	3		F			F			F			F	
Staff	EDRM880	Dissertation Proposal Development	2		F	Lead 880 D	F	F	Lead 880 D		F	Lead 880 D	F	F	Lead 880 D
		D=Distance Learning													
		F = Face to Face													
		F1=Face to face, session one													

Appendix E: Dissertation and Portfolio Timeline

Timeline	Event	Persons Involved
As early in the program as possible	Select topic	Candidate in dialogue with potential committee members (faculty)
As topic takes shape	Select dissertation committee	Candidate, potential committee members, Director of Graduate Programs
As early as second program semester	Receive Topic Approval	Dissertation committee
As early as second program semester	Take LEAD880	Dissertation committee
As early as third program semester	Receive Dissertation Proposal Approval, including a proposed timeline	Dissertation committee
When the candidate has completed 100% of the course work (excluding dissertation if applicable)	Request comprehensive exam preparation study guide from advisor	Candidate, advisor
When 100% of the course work is completed	Take comprehensive exams, including portfolio defense	Candidate, advisor, comprehensives proctor
Before data collection	Receive Institutional Research Approval	Institutional Review Board, Dissertation Committee
	Submit Completed Chapters to Chair/Committee, Chapter by Chapter, or as Agreed with Chair. Continue additions and revisions to complete the first draft of the final copy.	Dissertation committee
Process starts a minimum of 15 WEEKS prior to Graduation	Apply for graduation at the Records Office.	Candidate in dialogue with advisor
At least 15 weeks prior to graduation (8 weeks prior to defense)	• The candidate must submit to the members of their dissertation committee, a completely edited copy of the dissertation, including all chapters, all appendices, complete bibliography, charts, and tables, numbered and complete. • A 350-word abstract of the dissertation must also be submitted at the same time. The 350-word limit is absolute and is imposed by University Microfilms, Inc. Every word beginning with the first paragraph must be counted. • The candidate should request a pre-defense date with their committee.	Candidate, dissertation committee
At least 12 weeks prior to graduation (5 weeks prior to defense)	Schedule a Pre-Defense Meeting of the committee (with the candidate) to approve document for defense. If approved, your chair confirms the requested defense date with the Secretary of SED Graduate Programs by completing a "Readiness for Defense" form. Identical copies of the approved document must be submitted to: Each committee member Secretary of SED Graduate Programs Dissertation Secretary	Dissertation committee, Secretary of SED Graduate Programs, Dissertation Secretary
11 weeks prior to graduation (at least 6 weeks prior to defense)	• Candidate submits the dissertation to the Dissertation Secretary (Graduate Studies Office) for a final copy edit of the document. • The Dissertation Secretary will check that the dissertation conforms to AU's *Standards for Written Work* formatting rules and APA style rules. Until this step has been completed, *no defense date will be set.*	Candidate
8 weeks prior to graduation (at	• Receive clearance form from the Dissertation	SED Dean, Dissertation Chair,

Timeline	Event	Persons Involved
least 3 weeks prior to defense)	Secretary to take to the Graduate Programs Secretary in the School of Education. The candidate is now cleared to make copies of their dissertation for each committee member and the external examiner. • At this point the Dean (in consultation with the dissertation chair) will sign off on the Dissertation Defense, choose the External Examiner, and work to set an acceptable defense date. *Please note that this defense date will be at least 4 weeks from this sign off date.*	Candidate
At least three weeks prior to defense (at least eight weeks prior to graduation	Finalize the Defense Date	Chair in consultation with all parties concerned
At least four weeks prior to graduation	Defend the Dissertation Orally	Dissertation committee, External Examiner, Director of Graduate Programs, Dean of SED
At least 3 weeks prior to graduation	• Secure approval from the chairperson that all changes/additions recommended at defense have been made. • Submit dissertation document to Dissertation Secretary. This submission must include all changes requested by Committee at Oral Defense. Committee Chairperson (Dissertation Advisor) must sign off regarding changes before the Dissertation Secretary can complete final review.	Candidate, Dissertation Chair, Dissertation Secretary
At least two weeks prior to graduation	Comply with Format Guide. Changes must be made and submitted to the Dissertation Secretary by two weeks prior to graduation.	Dissertation Secretary, Dissertation Chair
1½ weeks prior to graduation	• Submit a final version of the dissertation to the Dissertation Secretary along with the signed approval page when no further corrections are needed. This must occur no later than 10 days before graduation, or graduation will be postponed.	
December Conferral: 12/31/08 Spring 2009 Graduation: 5/3/09 Summer 2009 Graduation: 8/2/09	• Questions regarding graduation weekend should be addressed to the Records Office by calling 1-800-253-2874 or 269-471-3375.	

NOTE: If you have any questions about exact dates for this timeline, please contact Anna Piskozub, Graduate Services Coordinator, at 269-471-3109.

Appendix F: General Portfolio Timeline and Program Processes

Events	Description
Admissions	Prospective applicants are made aware of portfolio processes in the Bulletin and during the interview process as well as in the Educational Leadership web page.
EDAL500	Introduction to program standards; introduction to LiveText to facilitate portfolio management; results of self-evaluations on the standards are reported in LiveText; review the portfolio as learning and evaluation tool; start course planning with the advisor.
Advisor Course Planning	Candidate collaboratively works on course and portfolio planning; transfers credits.
Course Work and Professional Work	Course syllabi identify assessment artifacts that need to be included in the LiveText portfolio. The instructor evaluation of these artifacts is recorded in LiveText.
Accumulate Approval of Portfolio Components	In addition to individual course assessment sign-offs, candidates are encouraged to complete other aspects of the portfolio on their own. They should secure approval from their advisors and/or other faculty on these added artifacts, assessments and components.
EDAL680 Or LEAD886	Artifacts from a sustained mentored internship are placed in the portfolio for evaluation and approval
Research Courses and LEAD899 Dissertation	Research component(s) are added to the portfolio and evaluated and approved.
Advisor Finalization	Main Graduation Forms Completed; Reflection papers and synthesis paper are produced in consultation with the advisor and added to the portfolio. Advisor fully approves portfolio.
Written Comprehensives	MA: one other faculty member signs off on the portfolio; EdS and Doctoral: two other faculty members sign off on the portfolio. In addition, EdS and Doctoral candidates must also complete a formal written comprehensive examination.
Oral Comprehensives	Candidates present their portfolios in person or by teleconference.
Portfolio Related to Doctoral Dissertation	The order of dissertation defense and portfolio presentation may vary.

Appendix G: Portfolio Content Creation Guidelines

General Portfolio Timeline and Program Processes

Events	Description
Admissions	Prospective applicants are aware of portfolio processes in the Bulletin and the interview as well as in the Educational Leadership web page
EDAL500	Introduction to program standards; pre-evaluation on the standards; review the portfolio as learning and evaluation tool; start course planning with the advisor; begin uploading artifacts to LiveText.
Advisor Course Planning	Candidate collaboratively works on course and portfolio planning; transfers credits
Course Work and Professional Work	Course syllabi identify assessment artifacts that need to be included in the portfolio and uploaded and evaluated in LiveText. The evaluation of these artifacts by your course instructor will help candidates obtain sign offs on parts of their portfolio.
Accumulate Approval of Portfolio Components	In addition to individual course assessment sign-offs, candidates are encouraged to complete other aspects of the portfolio on their own and in their internship and secure approval from their advisors on these added artifacts, assessments and components.
EDAL680 Or LEAD886	Artifacts from a sustained mentored internship are placed in the portfolio for evaluation and approval
Research Courses and for doctoral candidates LEAD899 Dissertation	Research component(s) are added to the portfolio and evaluated and approved.
Advisor Finalization	Main Graduation Forms Completed; Portfolio with CEELs, Artifacts, Reflections, and Synthesis signed off in LiveText.
Committee Approval of LiveText Portfolio	All sections are signed off by the full committee. This requires two faculty for MA and three faculty for EdS, EdD and PhD. Portfolio Completion Form processed with Office Coordinator.
Written Comprehensive Examination	EdS, EdD, and PhD candidates must complete 2, 4, and 6 hour written examinations, respectively. This needs to be completed sometime before the oral presentation. It is best taken after completing most course work (at least 75%)
Portfolio/Comprehensive Oral Presentation	In-person or teleconferencing presentations of learning as demonstrated in the portfolio with oral examination by the designated faculty
Committee Action	Successful completion of Comprehensives as Portfolio or Non-pass of Degree
Portfolio Related to Doctoral Dissertation	Dissertation presentation and defense follows Portfolio presentation and defense for EdD and PhD candidates

Appendix H: Evaluation of Research

Entering Assessment of Research Standard – pg. 83

Initial Evaluation of Research Standard and Recommendations – pg. 84

Dissertation Topic Prospectus – pg. 85

LEAD880 Dissertation Proposal Readiness Evaluation – pg. 86

Entering Assessment of Research Standard

Name _____ Degrees _____

Place a check mark in the areas where you feel competent:

Every leader is a researcher on some level and as such is expected to . . .	Qualitative	Quantitative	Comments:
Appreciate the value of research for decision-making			
Know the logic and process of scientific inquiry			
Explain major research methodologies			
Critique the adequacy of research reports			
Formulate empirically-driven research problems			
Conduct literature reviews using electronic sources—analyze and synthesize literature			
Relate research to the body of knowledge in leadership or professional field			
Select appropriate research designs			
Explain standards for data collection—IRB approval			
Conduct basic data analysis			
Adequately communicate research findings			

Initial Evaluation of Research Standard and Recommendations

Name_____ Date_____

Prior Graduate Research Experience and Training:

Graduate Research Classes Completed:

_____   _____

_____   _____

Research Experiences:
_____

_____

_____

_____

Research Courses:

- ❑ EDRM505 Research Methods & Stats in Education and Psychology I
- ❑ EDCI636 Program Evaluation
- ❑ EDRM605 Qualitative Research Methods in Education and Psychology
- ❑ EDRM711 Research Methods & Statistics in Education and Psychology II
- ❑ EDRM712 Research Methods & Statistics in Education and Psychology III
- ❑ EDRM713 Research Methods & Statistics in Education and Psychology IV
- ❑ Others

Dissertation Topic Prospectus

Guidelines

Use this outline to develop your topic prospectus. It will facilitate the conversation with your respective chair and as you recruit other committee members. You will be expected to attach the completed dissertation topic prospectus to your completed Dissertation Topic & Committee Form. The prospectus should be succinct, about 1-2 pages.

Area	Evaluation Categories	Score
1. Title	1 = Reflects something about the main topic 2 = Includes a few of these: key variables, population/sample, or research design 3 = All variables, sample, research design issues evident in title	
2. Committee	1 = Identifies chair 2 = Methodologist secured 3 = Complete committee agreed and vita of non AU faculty included	
3. Problem (2-3 sentences)	1 = Mentions area of problem without much focus 2 = Described problem 3 = Compelling problem/need stated	
4. Purpose (2-3 sentences)	1 = Vague explanation of purpose 2 = Clearer description of purpose (explore, describe, correlate, etc.) 3 = Identifies major goal of study and the products that will be produced	
5. Research Questions (1-3 listed)	1 = General question about a general area of inquiry 2 = Specific questions 3 = Feasible, clear, and researchable specific questions	
6. Methods (2-3 sentences)	1 = Type of research design is apparent 2 = Design and data source evident 3 = Readiness level to use the chosen research methodologies is indicated	
7. Bibliography (topics/ areas listed)	1 = Vague topical areas listed but not clear 2 = Added details are given 3 = Specific topical areas, authors and resources are briefly listed	
8. Consistency/ Logic/ Alignment	1 = Title, problem & purpose, and research questions are stated, but do not align consistently to reflect the logic of your study 2 = Title, problem, purpose, and research questions reflect an emerging logic but one or more elements are still not well aligned 3 = Title, problem statement, purpose and research questions are thoughtfully stated to reflect a consistent logic of your study	
9. Connection to work/program	1 = Study is not embedded in either work or connected to program parameters 2 = Study is embedded solidly in your work 3 = Study is connected well to program parameters	
10. Timeline & Budget	1 = Vague or unrealistic timeline evident 2 = More realistic timetable with enumeration of key components to work 3 = Realistic timeline with possible contingencies noted	
	Total Points	/30

NAME_____LEAD880-Self-Evaluation Form

Part 1: Dissertation Proposal Readiness Evaluation

Where are you? *Indicate level of readiness by placing an X in the appropriate box.*

Low --------------------------- High

	1	2	3	4	5
1,Previous reading on a specific area. You cannot write a good dissertation without the advice of others. Much of this wisdom comes from reading journal articles and well chosen books. Some of it can come from contacting experts and asking the right questions. The goal is not to mirror other peoples' work but build on it. Most dissertation bibliographies have 100-200 references. How much have you read on this particular area of research?	10 articles/ books	50 articles/ books	100 articles/ books	150 articles/ books	200 articles/ books
2. Literature search, review and synthesis. Do you know how to search AU library databases, ERIC, and other public databases, and retrieve material? Have you signed up for Sage, Taylor and Francis and other commercial publisher databases and email updates of new material? Do you know how to systematically review literature, write an article or book review and synthesize conflicting and complex literature?	1 Search data base	2	3	4	5 Synthesize complex literature
3. Research topic/title/problem/purpose/research questions. You have a focused understanding of what you are studying, the data you need, why, and how, as well as clear integration and consistency across these five areas.	1 Have 1 or 2	2	3 Have draft of all 5	4	5 All 5 with integration
4. Qualitative research knowledge, training, and skills. Avoid the minimalist view. "How little research can I learn to get through the dissertation?" Those who secure a doctorate are looked upon as individuals with special wisdom, discretion, advanced skills of analysis, and the ability to detect falsehood. Research is a wonderful tool to provide that service as well as write a dissertation.	1	2	3	4	5
	(Breadth + depth). A 4 or 5 means you know enough about many areas of qualitative research and a lot about the area you will use in your research				
5. Quantitative research knowledge, training, and skills. Avoid a minimalist approach. Doctoral candidates in the social sciences are expected to be able to interpret quantitative data, including: survey validation; instrumentation; experimental or correlation design; use of a variety of parametric and non-parametric tests of significance, ANOVA, path analysis, and other statistical techniques.	1	2	3	4	5
	(Breadth + depth). A 4 or 5 means you know enough about many areas of quantitative research and a lot about the area you will use in your research				
6. Passion and commitment. There is no substitute for hard work but hard work needs fuel and a clear and steady passion is that fuel. In a TV interview, a world-renowned neurologist read the introduction to his massive medical textbook on neurology to an interviewer. He told a story from his childhood of watching his courageous mom fight a five-year losing battle with a crippling neurological disease. With tears in his eyes, he shared how that memory sustained his quest to better understand neurology, and also muster the courage to research and publish. How much fuel do you have? Is the tank full?	1	2	3	4	5 Driven High Value Clear Vision
7. Relationship with dissertation chair and committee. Dissertations are the product of a scholarly community. Trust and good communication between the researcher and the chair are essential. How well connected are you?	1 Three names. Talked with all three Emergent trust	2	3	4 Call often; get quick feedback; work through conflict	5
8. Resources (financial, social, emotional, physical, mental). Time, energy, space, money, and social understanding all can help in this long journey. You can make it even when one or two are missing but it is harder.	1	2	3	4 Full time; $ for data collection; Good health	5
9. Graduate writing ability. All right, poetry is more fun to write, but this is a dissertation. It is about technical writing and the precision of research. Extra points if you write enjoyable as well as readable APA cited and AU formatted prose.	1	2	3	4 Had thesis in MA; Review published	5

Appendix I: Andrews University

SED Candidate Disposition Evaluation

Candidate's Name: _____ ID: _____

Program: _____ Department: _____

Academic Level: _____ Program Gateway: _____

Evaluating Teacher/
Faculty/Department: _____ Date: _____

Instructions: This form is intended to provide a summary of each candidate's professional dispositions at various times or gateways in the candidate's program. Dispositions are defined as p*rofessional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors* that support student learning and development *as educators interact with students, families, colleagues, and communities.* Use the following scale to evaluate the candidate on his/her professional dispositions:

Rating Scale:

5. Exceptional – The candidate appears to have incorporated the professional dispositions delineated in professional, state, and institutional standards into his/her own personal values. He/she relates with students, clients, families, colleagues, and communities in ways that reflect the highest expectations described by each disposition. The candidate recognizes when adjustments need to be made and is able to develop plans to do so.

4. Proficient – The candidate has a thorough understanding of the professional dispositions delineated in professional, state, and institutional standards, and his/her work with students, families, colleagues, and communities reflects this understanding. The candidate can generally recognize when adjustments need to be made and is able to develop plans to do so.

3. Satisfactory – The candidate is familiar with the professional dispositions delineated in professional, state, and institutional standards, and his/her work with students, families, colleagues, and communities reflects these professional dispositions.

2. Emerging – The candidate is becoming aware of the professional dispositions delineated in professional, state, and institutional standards, and is beginning to display them in his/her work with students, families, colleagues, and communities.

1. Unsatisfactory – The candidate is not familiar with professional dispositions delineated in professional, state, and institutional standards. He/she does not model these professional dispositions in his/her work with students, families, colleagues, or communities.

n/o. Not Observed – Behaviors related to this disposition were not observed in the candidate.

Circle the appropriate number for each item. For ratings of 5 or 1, use the space provided to explain.
The Educational Professional . . .

1. Believes that all students can learn by • Showing respect • Supporting incremental learning • Speaking often of students' ability to learn • Ensuring that each student is given reasonable opportunities to learn • Supporting teachers in their efforts to help students learn • Showing patience and seeking support for even the most difficult student, or for teachers who are dealing with them	5	4	3	2	1	n/o
Comments:						
2. Values fairness by • Demonstrating equitable treatment of others • Seeking to understand others' needs • Trying to respond to requests • Showing no discrimination • Using consistent processes and policies to ensure fair treatment of others	5	4	3	2	1	n/o
Comments:						

3. Values respectful communication by • Using appropriate oral or written communication skills • Listening thoughtfully to others' views, including opposing ones • Modifying writing and speaking to be more accurate and effective • Using appropriate tone and affect in communication • Demonstrating appropriate levels of self-disclosure • Interacting positively with others, with corresponding body language • Initiating communication to resolve conflict	5	4	3	2	1	n/o
Comments:						
4. Values diversity by • Building trust between students and colleagues • Interacting in ways that recognize the worth of all individuals • Validating the uniqueness and strengths of each individual • Soliciting those who may be under-represented • Welcoming and trying to understand diverse views to gain a more comprehensive understanding • Using diverse views and differences to facilitate group growth	5	4	3	2	1	n/o
Comments:						
5. Recognizes personal leadership responsibility by • Being aware of one's positional and personal influence on others • Taking initiative • Following up well • Developing one's own voice and opinion • Planning, prioritizing tasks, and managing time effectively • Pursuing excellence for self and others • Demonstrating flexibility	5	4	3	2	1	n/o
Comments:						
6. Values personal and professional growth by • Seeking opportunities to learn new skills and knowledge • Wanting to improve performance • Seeking and using feedback • Demonstrating spiritual, physical, mental, and emotional balance • Securing and using a range of personal and professional resources (books, internet, articles, etc) • Reflecting on professional experiences	5	4	3	2	1	n/o
Comments:						
7. Is committed to inquiry • Manifesting inquisitiveness and academic curiosity • Asking questions • Soliciting opposing views • Tracking down information • Engaging in research (primary and secondary)	5	4	3	2	1	n/o
Comments:						
8. Is committed to service by • Engaging in activities that will benefit others • Seeking to understand others' needs • Trying to respond to requests • Being involved in professional organizations	5	4	3	2	1	n/o
Comments:						

Appendix J

SED Candidate Plans for Improvement

In the space provided, please identify the candidate's name and specific disposition(s) or aspect(s) of performance that require improvement. The candidate then, in cooperation with the advisor, must outline a plan for improvement. The plan must specifically address those areas. Please provide as much detail as possible.

Name:	
Areas for Improvement:	
Plans for Improvement:	
Signature of Candidate:	Date:
Signature of Faculty:	Date:

Continued from Front

Follow-up:

Follow-up Date:	Signature of Faculty:
Follow-up Date:	Signature of Candidate:

Appendix K

Andrews University School of Education
Program Completion Survey

The School of Education (SED) at Andrews University is conducting this survey regarding the preparation you received while in your program. Your response is important to us, as it will enable us to evaluate and improve our programs' effectiveness. The information you supply will be confidential, and will be aggregated with other responses for analysis. No individual data will be shared. Your participation is voluntary. The survey will take about 10 minutes to complete. Thank you for your assistance.

For the following items, please choose the answer that best describes your level of preparation

How well has your program in Andrews University's School of Education (AU SED) prepared you to . . .	Excellent	Very Well	Satisfactory	Somewhat	Not at All	Not Applicable
1. Have the necessary knowledge of your content area						
2. Have the necessary skills of your profession (e.g. teaching, counseling, principalship, leadership)						
3. Effectively apply your skills in your professional responsibilities						
4. Practice the professional and ethical standards of your profession						
5. Evaluate research findings						
6. Conduct and report research						
7. Apply current theories/best practices to your profession						
8. Communicate effectively (written, oral)						
9. Use relevant technology in your professional practice						
10. Create a positive learning environment						
11. Plan and implement appropriate programs to enhance learning						
12. Assess and analyze student learning						
13. Utilize outcome data for program improvement (e.g., student learning, psychological interventions)						
14. Relate effectively with individuals from diverse populations (e.g., culture, ethnicity, socio-economic status)						
15. Relate effectively with individuals with special needs or disabilities						
16. Apply fair practices in his/her profession						
17. Value service to society at large (e.g., community, church, civil)						
18. Believe that all individuals can learn, regardless of their background or experience						

19. What AU Degree are you completing? _____

20. What SED program are you completing? _____

21. When will you finish your program? _____

22. What do you feel were the strongest aspects of your program at Andrews' School of Education?

23. What do you feel were the weakest aspects of your program at Andrews' School of Education?

24. How might Andrews' School of Education improve this program?

For the following demographic questions, please circle your answer choice:

25. How much of your program did you complete on campus vs. online or via distance education?
    a. All on campus; no online or distance education
    b. Mostly on campus; some online or distance education
    c. Approximately half on campus and half online or distance education
    d. Some on campus; mostly online or distance education
    e. None on campus; all online or distance education

26. What is your gender?
    a. Female   b. Male

27. What is your ethnicity?
    a. Asian   e. Native Hawaiian or Other Pacific
    b. American Indian/Alaska Native   Islander
    c. Black/African American   f. White
    d. Hispanic/Latino

Thank you for your participation. Please return this survey to the Dean's office. If you have any
questions about this survey, please feel free to contact the Dean's Office at Andrews University's
School of Education, ph. 269-471-3481.

Appendix L

Andrews University School of Education
Alumni Survey

The School of Education (SED) at Andrews University is conducting this survey regarding the preparation you received while in one of our programs. As a graduate of Andrews' School of Education, your response is important to us, as it will enable us to evaluate and improve our programs' effectiveness. The information you supply will be confidential, and will be aggregated with other responses for analysis. No individual data will be shared. Your participation is voluntary. The survey will take about 10 minutes to complete. Thank you for your assistance.

1. In which academic year did you complete your most recent AU SED degree? _____

2. What AU Degree did you complete? _____

3. What SED program did you complete? _____

For the following items, please choose the answer that best describes your level of preparation

How well has your program in Andrews University's School of Education (AU SED) prepared you to . . .	Excellent	Very Well	Satisfactory	Somewhat	Not at All	Not Applicable
4. Have the necessary knowledge of your content area						
5. Have the necessary skills of your profession (e.g. teaching, counseling, principalship, leadership)						
6. Effectively apply your skills in your professional responsibilities						
7. Practice the professional and ethical standards of your profession						
8. Evaluate research findings						
9. Conduct and report research						
10. Apply current theories/best practices to your profession						
11. Communicate effectively (written, oral)						
12. Use relevant technology in your professional practice						
13. Create a positive learning environment						
14. Plan and implement appropriate programs to enhance learning						
15. Assess and analyze student learning						
16. Utilize outcome data for program improvement (e.g., student learning, psychological interventions)						
17. Relate effectively with individuals from diverse populations (e.g., culture, ethnicity, socio-economic status)						
18. Relate effectively with individuals with special needs or disabilities						
19. Apply fair practices in his/her profession						

How well has your program in Andrews University's School of Education (AU SED) prepared you to . . .	Excellent	Very Well	Satisfactory	Somewhat	Not at All	Not Applicable
20. Value service to society at large (e.g., community, church, civil)						
21. Believe that all individuals can learn, regardless of their background or experience						

22. What do you feel were the strongest aspects of your program at Andrews' School of Education?

23. What do you feel were the weakest aspects of your program at Andrews' School of Education?

24. How might Andrews' School of Education improve this program?

For the following questions, please circle your answer choice:
25. How much of your program did you complete on campus vs. online or via distance education?
   a. All on campus; no online or distance education
   b. Mostly on campus; some online or distance education
   c. Approximately half on campus and half online or distance education
   d. Some on campus; mostly online or distance education
   e. None on campus; all online or distance education

26. Are you currently employed in the major field of the last degree you completed in the School of Education?
   a. Yes   b. No

27. Which best describes your current job? (circle all that apply)
   a. Administration   f. Special Education
   b. Business/industry/non-profit   g. Teaching/training
   c. Consulting   h. Other_____
   d. School Counseling
   e. School Psychology

28. What age range/level are you currently working with?
   a. Elementary school (K-5)   d. College/University (undergraduate)
   b. Middle school (6-8)   e. College/University (graduate)
   c. High school (9-12)   f. Adult (non-academic setting)

29. What subject area(s) do you currently teach? (circle all that apply)
   a. Art   f. History   m. Religion
   b. Counseling   g. Language Arts   n. Science
   c. Education   h. Math   o. Social Studies
   d. Educational   i. Music   p. Special Education
      Administration   j. Psychology   q. Other
   e. Foreign   k. Reading   _____
      Language(s)   l. Research   r. Not applicable

30. What is your gender?
   a. Female   b. Male

31. What is your ethnicity?
    a. Asian
    b. American Indian/Alaska Native
    c. Black/African American
    d. Hispanic/Latino
    e. Native Hawaiian or Other Pacific Islander
    f. White

32. In order to best evaluate the effectiveness of our programs at AU SED, we would also like to survey your employer. Your employer will be asked to rate you on items 4 through 21 above. He/she will not be asked to identify you on the survey, and the evaluation will not match any of your data to the data received from your employer. Please provide your employer's name and address in the space provided.

_____

_____

_____

_____

Thank you for your participation. Please return the survey to us using the enclosed envelope. If you have any questions about this survey, please feel free to contact the Dean's Office at Andrews University's School of Education, ph. 269-471-3481.

APPENDIX M: Andrews University School of Education
Employer Survey

Employer name
Employer address
Employer city

Dear Employer name

Andrews University's School of Education is conducting a survey regarding the preparation that our graduates received while in our programs. Your employee,
Employee name is one of our graduates. We value your input, as it will enable us to evaluate and improve our programs' effectiveness. The survey will take about 5 minutes to complete.

Information you supply will be confidential, and will be aggregated with other responses for analysis. No individual data will be shared with anyone at any time.

Your participation is voluntary. If you are willing to participate, please complete the following survey and return it in the enclosed envelope. Thank you very much for your assistance.

Please return the survey to us using the enclosed envelope.

Sincerely,

Dr. Jim Jeffery
Dean, School of Education
Andrews University
Berrien Springs, MI 49104
Ph. 269-471-3481

Andrews University School of Education
Employer Survey

Employee's degree: <mark>Add alumni's degree</mark>   Completion Date: <mark>Add date</mark>

Program of study: <mark>Add alumni's program</mark>

Please rate your employee, a graduate of Andrews University, on the following qualities: (Check the appropriate box next to each statement)	Excellent	Very Well	Satisfactory	Somewhat	Not at All	Not Applicable
1. Has the necessary content knowledge						
2. Has the necessary skills of the profession (e.g. teaching, counseling, principalship, leadership)						
3. Effectively applies his/her skills in his/her professional responsibilities						
4. Practices the professional and ethical standards of the profession						
5. Evaluates research findings						
6. Conducts and reports research						
7. Applies the profession's current theories/best practices						
8. Communicates effectively (written, oral)						
9. Uses relevant technology in professional practice						
10. Creates a positive learning environment						
11. Plans and implements appropriate programs to enhance learning						
12. Assesses and analyzes student learning						
13. Utilizes outcome data for program improvement (e.g., student learning, psychological interventions)						
14. Relates effectively with individuals from diverse populations (e.g., culture, ethnicity, socio-economic status)						
15. Relates effectively with individuals with special needs or disabilities						
16. Applies fair practices in his/her profession						
17. Values service to society at large (e.g., community, church, civil)						
18. Believes that all individuals can learn, regardless of their background or experience						

If you have any comments on the preparation that this employee received from Andrews University School of Education, please write them on the back of this sheet.

Appendix N: Department of Leadership Faculty and Staff

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